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ABSTRACT

In the state of Tennessee, four courses are required for high school graduation: U.S. history, U.S. government; economics, and either world geography or world history. This document contains extensive information about the following courses: U.S. history; world history; world geography; economics; U.S. government; psychology; and sociology. For each course, the document provides a course description; cites state standards; offers learning expectations; and lists performance indicators at Levels 1-3. It notes six social studies standards of essential content knowledge and four process skills integrated for instructional purposes. Sample tasks are also included in the document. (BT)

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ED 473 907

Tennessee Department of Education

Social Studies Curriculum Standards

Secondary Social Studies Course Listing (9-12)

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Social Studies Curriculum Standards

SECONDARY SOCIAL STUDIES COURSE LISTING (9-12)

United States History (Course Number 3405) 3

World History (Course Number 3401) 40

World Geography (Course Number 3410) 58

Economics (Course Number 3431) 75

United States Government (Course Number 3407) 87

Psychology (Course Number 3433) 102

Sociology (Course Number 3432) 117

Tennessee Advanced Placement Course Standards are available from The College Board Advanced Placement websites:

United States History (Course Number 3440)
http://cbweb2s.collegeboard.org/ap/pdf/history_00-01.pdf

World Geography (Course Number 3448)
http://cbweb2s.collegeboard.org/ap/pdf/ap_geography00-01.pdf

World History (Course Number 3449)
http://cbweb2s.collegeboard.org/ap/pdf/history_00-01.pdf

Micro-Economics (Course Number 3443)
http://cbweb2s.collegeboard.org/ap/pdf/economics_00-01.pdf

Macro-Economics (Course Number 3444)
http://cbweb2s.collegeboard.org/ap/pdf/economics_00-01.pdf

U.S. Government and Politics (Course Number 3445)
http://cbweb2s.collegeboard.org/ap/pdf/ap_govpol00-01.pdf

Comparative Government and Politics (Course Number 3446)
http://cbweb2s.collegeboard.org/ap/pdf/ap_govpol00-01.pdf

Psychology (Course Number 3447)
http://cbweb2s.collegeboard.org/ap/pdf/psychology_01.pdf

European History (Course Number 3441)
http://cbweb2s.collegeboard.org/ap/pdf/history_00-01.pdf

Note: At this time no standards have been developed for African American History (Course Number 3442)

Special courses such as Anthropology, Contemporary Issues, Modern History, Ancient History do not have established standards.

Four courses are required for high school graduation which are United States History, United States Government, Economics and either World Geography or World History. AP counterparts comply with state requirements.

Social Studies Curriculum Standards

Approved by the Tennessee State Board of Education
August 31, 2001

UNITED STATES HISTORY

Standards, Learning Expectations, and Performance Indicators

Course Description: In United States History, students study the history of the United States Reconstruction to the present. The six social studies standards of essential content knowledge and four process skills are integrated for instructional purposes. Students will utilize different methods that historians use to interpret the past, including points of view and historical context.

Era 6: Industrial Development of the United States (1870-1900)

Standard Number: 1.0 Culture

Standard: Culture encompasses similarities and differences among people including their beliefs, knowledge, changes, values, and tradition. Students will explore these elements of society to develop an appreciation and respect for the variety of human cultures.

Learning Expectations:

The student will

1.1 understand how industrial development affected the United States culture.

1.2 understand how the influx of immigrants after 1880 affected United States' culture.

Performance Indicators:

1.1 understand how industrial development affected the United States culture.

At Level 1, the student is able to

- explain the effects of industrialization.

At Level 2, the student is able to

- trace the migration from farm to city and the subsequent adjustments to urban life;

- investigate new forms of popular culture and leisure activities.

At Level 3, the student is able to

- analyze the theory of Social Darwinism and its application to society and politics.

1.2 understand how the influx of immigrants after 1880 affected United States' culture.

At Level 1, the student is able to

- identify patterns of American immigration.

At Level 2, the student is able to

- describe contributions to American culture by various immigrant groups of the late 19th century;
- compare the experiences and challenges of "old" and "new" immigrants.

At Level 3, the student is able to

- analyze the ethnic dynamics of urban society and the Nativist reaction to it.

Standard Number: 2.0 Economics

Standard: Globalization of the economy, the explosion of population growth, technological changes and international competition compel students to understand, both personally and globally, production, distribution, and consumption of goods and services. Students will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy-making versus decision-making.

Learning Expectations:

The student will

2.1 investigate how the modernization of agriculture and capitalist industrial development affected the economy of the United States.

2.2 understand the economic disparity between farmers and wage earners as compared to industrial capitalists.

Performance Indicators:

2.1 investigate how the modernization of agriculture and capitalist industrial development affected the economy of the United States.

At Level 1, the student is able to

- list technological advances of the 19th century.

At Level 2, the student is able to

- compare various types of business organizations in production and marketing;
- determine how organized industrial research produced technological breakthroughs as in the Bessemer steel process, conversion to electrical power, telephone communication, and how these innovations transformed the economy, work process and domestic life of all citizens.

At Level 3, the student is able to

- evaluate how commercial farming differed in the Northeast, South, Great Plains, and West in terms of crop production, farm labor, financing and transportation;

2.2 understand the economic disparity between farmers and wage earners as compared to industrial capitalists.

At Level 1, the student is able to

- illustrate differences between rural and urban economies;
- trace the fluctuating economic cycles of the Gilded Age.

At Level 2, the student is able to

- explain how business leaders sought to limit competition and maximize profits in the late 19th century.

At Level 3, the student is able to

- determine factors that limited the upward mobility of farmers and wage earners.

Standard Number: 3.0 Geography

Standard: Geography enables the students to see, understand and appreciate the web of relationships between people, places, and environments. Students will use the knowledge, skills, and understanding of concepts within the six essential elements of geography:

world in spatial terms, places and regions, physical systems, human systems, environment and society, and the use of geography.

Learning Expectations:

The student will

3.1 recognize the geographic areas in which industrialism occurred.

3.2 recognize the areas affected by westward expansion of the United States.

Performance Indicators:

3.1 recognize the geographic areas in which industrialism occurred.

At Level 1, the student is able to

- label major areas of industrial growth on a United States map.

At Level 2, the student is able to

- differentiate regional, industrial, and agricultural growth.

At Level 3, the student is able to

- assess the importance of major geographical and technological influences, including hydraulic engineering and barbed wire, affected farming, mining and ranching.

3.2 recognize the areas affected by westward expansion of the United States.

At Level 1, the student is able to

- define Manifest Destiny;
- trace the settlement and transition to statehood of the Western territories.

At Level 2, the student is able to

- illustrate the process of submission and relocation of Native Americans in the American west.

At Level 3, the student is able to

- appraise the accuracy of Turner's frontier thesis.

Standard Number: 4.0 Governance and Civics

Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.

Learning Expectations:

The student will

4.1 understand the effects of the Civil War and Reconstruction on the United States politics.

4.2 understand the political issues and problems that affected the United States during the last half of the nineteenth century.

Performance Indicators:

4.1 understand the effects of the Civil War and Reconstruction on the United States politics;

At Level 1, the student is able to

- trace the evolution of partisan politics in America;
- name the groups of people seeking government assistance.

At Level 2, the student is able to

- generalize the impact of the two major political parties;
- analyze how urban political machines rose to power amidst the corruption of the Gilded Age.

At Level 3, the student is able to

- weigh the success of reform movements versus the influence of industrialists.

4.2 understand the political issues and problems that affected the United States during the last half of the nineteenth century.

At Level 1, the student is able to

- describe various forms of patronage.

At Level 2, the student is able to

- illustrate the pervasiveness of political corruption;
- identify the origins and political impact of Populism.

At Level 3, the student is able to

- rate the effectiveness of the federal government in handling domestic policy pertaining to industrialization and western expansion.

Standard Number: 5.0 History

Standard: History involves people, events, and issues. Students will evaluate evidence to develop comparative and causal analyses, and to interpret primary sources. They will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

Learning Expectations:

The student will

5.1 investigate the dynamics of the post-Reconstruction era and the people and events that influenced the country.

5.2 identify the events and impact of the westward movement and the Indian Wars.

Performance Indicators:

5.1 investigate the dynamics of the post-Reconstruction era and the people and events that influenced the country.

At Level 1, the student is able to

- iscuss how the Civil War and prior wars promoted change;
- list contributors to the technological, industrial, and social advancements of the era.

At Level 2, the student is able to

- explain the significance of landmark events and innovations of the era.

At Level 3, the student is able to

- appraise the long-term impact of the Gilded Age on American life.

5.2 identify the events and impact of the westward movement and the Indian Wars.

At Level 1, the student is able to

- trace the cultural conflict between Native Americans and American settlers.

At Level 2, the student is able to

- describe the engagements that occurred between the American Indians and the United States government.

At Level 3, the student is able to

- evaluate the origins of environmentalism and the conservation movement in the 19th century West.

Standard Number: 6.0 Individuals, Groups, and Interactions

Standard: Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals, and groups work independently and cooperatively.

Learning Expectations:

The student will

6.1 appreciate the diversity of various cultures and their influences on the United States.

6.2 investigate the effect of big business upon the lives of farmers and wage earners.

Performance Indicators:

6.1 appreciate the diversity of various cultures and their influences on the United States.

At Level 1, the student is able to

- identify causal factors that led to immigration to America.

At Level 2, the student is able to

- contrast philosophies of prominent Black leaders.

At Level 3, the student is able to

- consider the process of assimilation in America.

6.2 investigate the effect of big business upon the lives of farmers and wage earners.

At Level 1, the student is able to

- identify the differences between rural and urban societies.

At Level 2, the student is able to

- examine the economic problems faced by western and southern farmers;
- analyze the causes and effects of escalating labor conflicts.

At Level 3, the student is able to

- judge the effectiveness of collective actions of farmers and workers in response to the dominance of big business.

Sample Task:

The teacher will assign roles to each student based Gilded Age figures such as industrial capitalist, political boss, Western farmer, labor leader, immigrant worker, miner, and Native American where the students will role-play a panel discussion. A moderator who can either be the teacher or a student is also needed to facilitate the discussion. Students will research their assigned roles. While the other students, acting as journalists or justices, will prepare questions for the panelists. After the role play, all students will compose an essay explaining why this era is called the "Gilded Age." Their answer should be based on classroom lessons as well as issues raised by the panel discussion.

Era 7: Emergence of Modern America (1890-1930)

Standard Number: 1.0 Culture

Standard: Culture encompasses similarities and differences among people including their beliefs, knowledge, changes, values, and tradition. Students will explore these elements of society to develop an appreciation and respect for the variety of human cultures.

Learning Expectations:

The student will

1.1 understand social tensions and their consequences after the turn of the century.

1.2 understand the cultural changes in the early 20th century.

Performance Indicators:

1.1 understand social tensions and their consequences after the turn of the century.

At Level 1, the student is able to

- list the types of media that affected American life.

At Level 2, the student is able to

- describe the changes in American life due to and exemplified in the new forms of media and technology.

At Level 3, the student is able to

- critique American art and literature from the Social Realists to the Harlem Renaissance to the "Lost Generation."

1.2 understand the cultural changes in the early 20th century.

At Level 1, the student is able to

- illustrate how social issues resulted in conflict.

At Level 2, the student is able to

- classify the prevalent interest groups that emerged in response to a changing American society;
- differentiate the norms and mores of the new modern culture versus Victorian ideals.

At Level 3, the student is able to

- Renaissance to the "Lost Generation;"

- judge the lasting impact of the era's social conflicts upon later generations.

Standard Number: 2.0 Economics

Standard: Globalization of the economy, the explosion of population growth, technological changes and international competition compel students to understand, both

personally and globally, production, distribution, and consumption of goods and services. Students will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy-making versus decision-making.

Learning Expectations:

The student will

2.1 recognize how industrialization of World War I changed the United States economy.

2.2 understand the economy of the United States in the 1920s.

Performance Indicators:

2.1 recognize how industrialization of World War I changed the United States economy.

At Level 1, the student is able to

- recognize the role of industry during wartime;

At Level 2, the student is able to

- describe the collaboration of business and government in the World War I era;
- explain how war mobilization changed the role of women and minorities.

At Level 3, the student is able to

- assess the changes in the modern corporation including labor policies and the advent of mass advertising and sales techniques.

2.2 understand the economy of the United States in the 1920s.

At Level 1, the student is able to

- define *laissez-faire*.

At Level 2, the student is able to

- describe the post-war transition to a peacetime economy;
- determine the factors that contributed to the economic collapse of 1929.

At Level 3, the student is able to

- analyze the *laissez-faire* policies of Presidents Harding, Coolidge, and Hoover.

Standard Number: 3.0 Geography

Performance Indicators: Geography enables the students to see, understand and appreciate the web of relationships among people, places, and environments. Students will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the use of geography.

Learning Expectations:

The student will

3.1 identify the countries involved in World War I.

3.2 understand the geographic scope of American imperialism.

Performance Indicators:

3.1 identify the countries involved in World War I.

At Level 1, the student is able to

- map the countries of Europe and their colonial possessions.

At Level 2, the student is able to

- list the countries of the Central and Allied Powers, and those remaining neutral;
- describe how location influenced military strategy during the Great War.

At Level 3, the student is able to

- predict how the redistribution of territory under the Treaty of Versailles would lead to another worldwide conflict.

3.2 understand the geographic scope of American imperialism.

At Level 1, the student is able to

- explain why countries seek colonies and define mercantilism;

- label the regions of American interest at the turn of the century.

At Level 2, the student is able to

- associate the factors that inspired expansion with the respective locations of American imperialism.

At Level 3, the student is able to

- evaluate the moral arguments for and against American imperialism.

Standard Number: 4.0 Governance and Civics

Standard: Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.

Learning Expectations:

The student will

4.1 understand the reforms and changes in American politics and government as a result of the Progressive Movement.

4.2 understand the governmental policies that affected America and the world during the 1890s- 1930s.

Performance Indicators:

4.1 understand the reforms and changes in American politics and government as a result of the Progressive Movement.

At Level 1, the student is able to

- identify past efforts to reform American politics;
- identify the groups and individuals that made up the Progressives.

At Level 2, the student is able to

- summarize the goals of the Progressives;
- design Progressive solutions to today's political problems.

At Level 3, the student is able to

- weigh the role of Supreme Court decisions between 1890 and 1930 in daily life of United States Citizens.

4.2 understand the governmental policies that affected America and the world during the 1890s- 1930s.

At Level 1, the student is able to

- associate landmark policies with previous political eras.

At Level 2, the student is able to

- analyze expansionist policies during the 1890s;
- describe examples of anti-trust and reform legislation of the Progressive Era presidents.

At Level 3, the student is able to

- evaluate the effectiveness of anti-trust policies on American business.

Standard Number: 5.0 History

Standard: History involves people, events, and issues. Students will evaluate evidence to develop comparative and causal analyses, and to interpret primary sources. They will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

Learning Expectations:

The student will

5.1 understand the role of the United States in world affairs.

5.2 understand the causes for WWI and the reasons for America's entry into the war.

Performance Indicators:

5.1 understand the role of the United States in world affairs.

At Level 1, the student is able to

- review the policy of neutrality and the Monroe Doctrine.

At Level 2, the student is able to

- analyze the causes, course, and consequences of the Spanish-American War and Filipino insurrection;
- evaluate the effectiveness of the Roosevelt/Taft foreign policies on United States-Latin American relations.

At Level 3, the student is able to

- judge the moral arguments and impact of Wilson's foreign policies.

5.2 understand the causes for WWI and the reasons for America's entry into the war.

At Level 1, the student is able to

- describe how naval rivalries affect international relations.

At Level 2, the student is able to

- classify the causes and course of WWI;
- formulate the progression of United States policy from neutrality in 1914 to direct involvement in 1917.

At Level 3, the student is able to

- weigh the strength of the isolationist position versus the interventionist arguments.

Standard Number: 6.0 Individuals, Groups, and Interactions

Standard: Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.

Learning Expectations:

The student will

6.1 understand the effect of World War I on the American people.

6.2 understand the moral, social, and cultural changes that occurred in the 1920s.

Performance Indicators:

6.1 understand the effect of World War I on the American people.

At Level 1, the student is able to

- define mobilization.

At Level 2, the student is able to

- describe how the events of World War I changed American society;
- compare and contrast the dynamics of American society before and after World War I.

At Level 3, the student is able to

- critique the positions of certain groups on domestic issues that kept the United States from ratifying the Treaty of Versailles and joining the League of Nations.

6.2 understand the moral, social, and cultural changes that occurred in the 1920s.

At Level 1, the student is able to

- review past debates concerning moral values.

At Level 2, the student is able to

- discuss why the decade is called the "Roaring 20's."

At Level 3, the student is able to

- compare the viewpoints of modernists and fundamentalists and how they unfolded in the 1920s;
- relate the moral, social and cultural changes of the decade to contemporary America.

Sample Task:

Students will participate in a Senate debate on the merits of entering the Great War. Students will prepare for the debate by exploring the arguments concerning neutrality and imperialism as well as pre-war events. The teacher will prepare the students by presenting America's domestic situation as well. Students will take a position and debate their viewpoints. After a silent vote, students will evaluate the result and consequences of the vote.

Era 8: The Great Depression and World War II (1929-1945)

Standard Number: 1.0 Culture

Standard: Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values, and tradition. Students will explore these elements of society to develop an appreciation and respect for the variety of human cultures.

Learning Expectations:

The student will

1.1 understand the effect of the Great Depression upon American society.

1.2 understand the effects of World War II upon American society.

Performance Indicators:

1.1 understand the effect of the Great Depression upon American society.

At Level 1, the student is able to

- explain the effect of poverty on people's lives.

At Level 2, the student is able to

- recognize how the industrial and agriculture crisis negatively affected different socioeconomic groups;
- analyze responses of the American people in dealing with the problems of the Depression.

At Level 3, the student is able to

- consider the cultural life of the Depression years in art, literature, music and mass media and evaluate the government's role in promoting artistic expression.

1.2 understand the effects of World War II upon American society.

At Level 1, the student is able to

- describe how war affects home front society.

At Level 2, the student is able to

- explore how the war affected everyday American life;
- question the role of propaganda in mobilizing and promoting support for war.

At Level 3, the student is able to

- evaluate human rights and civil liberty issues which were generated by the war.

Standard Number: 2.0 Economics

Standard: Globalization of the economy, the explosion of population growth, technological changes and international competition compel students to understand, both personally and globally production, distribution, and consumption of goods and services. Students will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy-making versus decision-making.

Learning Expectations:

The student will

2.1 understand the economic climate in the United States during the Depression Era.

2.2 understand how World War II affected the American economy.

Performance Indicators:

2.1 understand the economic climate in the United States during the Depression Era.

At Level 1, the student is able to

- recognize factors indicative of an economic depression.

At Level 2, the student is able to

- recognize the cyclical pattern of a capitalist economy;
- contrast Hoover's policies with Roosevelt's New Deal;
- compare the First New Deal policies to the Second New Deal policies.

At Level 3, the student is able to

- assess the lasting impact of the New Deal.

2.2 understand how World War II affected the American economy.

At Level 1, the student is able to

- generalize how war affects an economy.

At Level 2, the student is able to

- describe how World War II pulled the United States out of the Great Depression.

At Level 3, the student is able to

- investigate how World War II transformed American industry in terms of labor and production;
- analyze the financial, material and human costs of the war and the economic consequences thereof.

Standard Number: 3.0 Geography

Standard: Geography enables the students to see, understand and appreciate the web of relationships between people, places, and environments. Students will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the use of geography.

Learning Expectations:

The student will

3.1 identify the countries affected by the totalitarian states and their acts of aggression and expansion considering geographic location;

3.2 identify the various theaters of war during World War II.

Performance Indicators:

3.1 identify the countries affected by the totalitarian states and their acts of aggression and expansion considering geographic location;

At Level 1, the student is able to

- define and give examples of tyranny.

At Level 2, the student is able to

- diagram the Axis and the Allied powers;
- detail Axis aggression in Europe, Asia and Africa.

At Level 3, the student is able to

- evaluate the impact of appeasement and neutrality.

3.2 identify the various theaters of war during World War II.

At Level 1, the student is able to

- illustrate a battlefront from a prior war.

At Level 2, the student is able to

- define the island hopping Pacific strategy of the Allied forces;
- examine the strategy and execution of the European theater.

At Level 3, the student is able to

- analyze the scope of physical destruction and the transformation of political boundaries as a result of World War II.

Standard Number: 4.0 Governance and Civics

Standard: Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.

Learning Expectations:

The student will

4.1 recognize the effects of the Great Depression on the United States political and judicial system.

4.2 recognize the effects of political policies on civil liberties during World War II.

Performance Indicators:

4.1 recognize the effects of the Great Depression on the United States political and judicial system.

At Level 1, the student is able to

- recognize the influence of previous economic decline on American policies as in the Panics of 1837 and 1873;
- list the policies and legislation of FDR's New Deal.

At Level 2, the student is able to

- apply the principle of checks and balances to your analysis of the New Deal;
- conclude how the policies of the New Deal crated a new Democratic coalition while solidifying the Republican base.

At Level 3, the student is able to

- debate the efficacy of the New Deal.

4.2 recognize the effects of political policies on civil liberties during World War II.

At Level 1, the student is able to

- recall past instances when personal freedoms were diminished due to national emergencies.

At Level 2, the student is able to

- describe laws passed to limit seditious speech and anti-war expression;
- describe Axis atrocities and critique American response to them.

At Level 3, the student is able to

- assess the long-term effects of Allied victory on racial, ethnic, and political rights in the post war world.

Standard Number: 5.0 History

Standard: History involves people, events, and issues. Students will evaluate evidence to develop comparative and causal analyses, and to interpret primary sources. They will construct sound historical arguments and perspectives on which informed decision in contemporary life can be based.

Learning Expectations:

The student will

5.1 investigate the causes, effects and attempts to deal with the Great Depression.

5.2 investigate the causes and significance of World War II.

Performance Indicators:

5.1 investigate the causes, effects and attempts to deal with the Great Depression.

At Level 1, the student is able to

- name certain conditions that may likely bring about economic declines as in recessions and depressions.

At Level 2, the student is able to

- discuss the causes of the Great Depression;
- organize a timeline of Depression Era events.

At Level 3, the student is able to

- determine why the economic crisis of the 1930s is considered to be the "Great Depression."

5.2 investigate the causes and significance of World War II.

At Level 1, the student is able to

- list reasons for international conflict.

At Level 2, the student is able to

- describe the causes of World War II;
- explain why appeasement failed to prevent war.

At Level 3, the student is able to

- assess the character of the war at home and abroad and the reshaping of the United States role in world affairs.

Standard Number: 6.0 Individuals, Groups, and Interactions

Standard: Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.

Learning Expectations:

The student will

6.1 understand the changes in American life as a result of the Great Depression.

6.2 understand the changing dynamics of American life during World War II.

Performance Indicators:

6.1 understand the changes in American life as a result of the Great Depression.

At Level 1, the student is able to

- review how personal lifestyles are affected by money.

At Level 2, the student is able to

- investigate the ways in which the Depression affected the people of different regions of the United States;
- examine the impact of the Great Depression on the American family and on racial and ethnic minorities.

At Level 3, the student is able to

- compare how the perceptions of government versus individual responsibility changed as a result of the Great Depression.

6.2 understand the changing dynamics of American life during World War II.

At Level 1, the student is able to

- describe how wars affect social interactions.

At Level 2, the student is able to

- analyze the effects of World War II on ethnicity and gender;
- describe the expanded opportunities for groups and individuals at different economic levels as a result of World War II.

At Level 3, the student is able to

- consider how World War II promoted the formation of a new "American" identity.

Sample Task:

Discuss the effect of media and propaganda upon American perceptions of the Great Depression and World War II. Assign the students in groups the task of finding and

evaluating different forms of propaganda. Have the students evaluate the effect of the propaganda as in both negative and possible positive terms.

Era 9: Post World War II Era (1945-1970s)

Standard Number: 1.0 Culture

Standard: Culture encompasses similarities and differences among people including their beliefs, knowledge, changes, values, and tradition. Students will explore these elements of society to develop an appreciation and respect for the variety of human cultures.

Learning Expectations:

The student will

1.1 investigate the impact of the G.I. Bill of Rights on American society.

1.2 investigate the effects of desegregation, the Civil Rights Movement, and the turbulent 1960s upon American society.

Performance Indicators:

1.1 investigate the impact of the G.I. Bill of Rights on American society.

At Level 1, the student is able to

- generalize attitudes about veterans of past wars.

At Level 2, the student is able to

- explain the G.I. Bill and its effects.

At Level 3, the student is able to

- appraise the rapid growth of secondary and collegiate education and the role of the new governmental spending on education programs.

1.2 investigate the effects of desegregation, the Civil Rights Movement, and the turbulent 1960s upon American society.

At Level 1, the student is able to

- recall past decades of rapid cultural change.

At Level 2, the student is able to

- trace the rise of the Civil Rights and the women's movements;
- compare the ideologies and effectiveness of different groups involved in the Civil Rights and women's movements.

At Level 3, the student is able to

- compare and contrast the values of the "baby boom" generation with those of prior and subsequent generations.

Standard Number: 2.0 Economics

Standard: Globalization of the economy, the explosion of population growth, technological changes and international competition compel students to understand, both personally and globally, production, distribution, and consumption of goods and services. Students will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy-making versus decision-making.

Learning Expectations:

The student will

2.1 understand how demobilization and conversion to a peacetime economy affected the United States.

2.2 understand how sustained growth led to an affluent society.

Performance Indicators:

2.1 understand how demobilization and conversion to a peacetime economy affected the United States.

At Level 1, the student is able to

- identify differences in a wartime and peacetime economy.

At Level 2, the student is able to

- demonstrate how the Cold War affected a peacetime economy.

At Level 3, the student is able to

- prioritize factors that resulted in post-war economic stability.

2.2 understand how sustained growth led to an affluent society

At Level 1, the student is able to

- list indicators of an expanding economy.

At Level 2, the student is able to

- explore the relationship between science and government that created a new emphasis on research and development;
- describe agricultural and industrial growth and assess America's new roles in world markets.

At Level 3, the student is able to

- appraise the advances in medicine and technology in improving the standard of living and changed demographic patterns.

Standard Number: 3.0 Geography

Standard: Geography enables the students to see, understand and appreciate the web of relationships between people, places, and environments. Students will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the use of geography.

Learning Expectations:

The student will

3.1 identify countries dominated and threatened by communism after World War II.

3.2 identify the major areas of the world in which the United States was involved after 1945.

Performance Indicators:

3.1 identify countries dominated and threatened by communism after World War II.

At Level 1, the student is able to

- define and map the origins of communism.

At Level 2, the student is able to

- locate and label countries with communist governments after World War II;
- distinguish areas of the world actively involved in the expansion or containment of communism.

At Level 3, the student is able to

- assess the effectiveness of containment in Europe and the Middle East as compared to Asia.

3.2 identify the major areas of the world in which the United States was involved after 1945.

At Level 1, the student is able to

- chart the world regions of previous American interests over the past century.

At Level 2, the student is able to

- identify the areas affected by the Marshall Plan and the North Atlantic Treaty Organization (NATO);
- assess how geographic features made it difficult for a United States victory in Vietnam and Korea.

At Level 3, the student is able to

- evaluate how certain geographic regions, including space, are vital to American interest.

Standard Number: 4.0 Governance and Civics

Standard: Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.

Learning Expectations:

The student will

4.1 understand the causes, course, and impact of the Civil Rights Movement.

4.2 investigate Supreme Court decisions that affected the United States from 1945 to the early 1970s.

Performance Indicators:

4.1 understand the causes, course, and impact of the Civil Rights Movement.

At Level 1, the student is able to

- list milestones in American Civil Rights.

At Level 2, the student is able to

- describe Civil Rights legislation passed after World War II;
- appraise the Civil Rights policies and court decisions during the presidential administrations from Truman through Nixon.

At Level 3, the student is able to

- assess the successes and shortcomings of Civil Rights legislation, cite areas of continued inequity, and propose contemporary solutions.

4.2 investigate Supreme Court decisions that affected the United States from 1945 to the early 1970s.

At Level 1, the student is able to

- demonstrate knowledge of prior Supreme Court decisions.

At Level 2, the student is able to

- review major Supreme Court decisions of the era;
- explain the impact of Brown v. the Board of Education of Topeka, Kansas and Miranda vs. Arizona on civil liberties.

At Level 3, the student is able to

- assess how the controversial issues of Roe v. Wade influenced American politics.

Standard Number: 5.0 History

Standard: History involves people, events, and issues. Students will evaluate evidence to develop comparative and causal analyses, and to interpret primary sources. They will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

Learning Expectations:

The student will

5.1 understand the causes, course, and effects of the Cold War.

5.2 investigate and understand the active theaters of conflict during the Cold War.

Performance Indicators:

5.1 understand the causes, course, and effects of the Cold War.

At Level 1, the student is able to

- identify past international rivalries and alliances.

At Level 2, the student is able to

- trace the roots of the cold War.;
- discuss the United Nations' role in reducing international tensions and conflict.

At Level 3, the student is able to

- formulate alternative solutions to solving the conflicts of the Cold War other than conventional military interventions.

5.2 investigate and understand the active theaters of conflict during the Cold War.

At Level 1, the student is able to

- recall actions not defined as actual war that illustrate conflict and tension between rival groups.

At Level 2, the student is able to

- identify the causes, course, and effect of the Korean conflict;
- explain how Germany remained an active theater of conflict after World War II.

At Level 3, the student is able to

- assess long-term implications of Cold War interventions.

Standard Number: 6.0 Individuals, Groups, and Interactions

Standard: Personal development and identity are shaped by factors such as culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.

Learning Expectations:

The student will

6.1 understand how the "baby boom," suburbanization, desegregation, and other social movements affected American society.

6.2 understand how Cold War conformity conflicted with individual rights and self-expression.

6.3 investigate how technological change transformed American society and created popular culture.

Performance Indicators:

6.1 understand how the "baby boom," suburbanization, desegregation, and other social movements affected American society.

At Level 1, the student is able to

- distinguish social issues addressed by prior generations.

At Level 2, the student is able to

- identify the different issues taken up by American society in the 1950s;
- describe the expansion of suburbanization and analyze how the "crabgrass frontier" affected American society.

At Level 3, the student is able to

- evaluate the evolution of the "American Dream" during the post World War II era.

6.2 understand how Cold War conformity conflicted with individual rights and self-expression.

At Level 1, the student is able to

- distinguish conformity from self-expression;

At Level 2, the student is able to

- define McCarthyism;
- explain how higher education challenged conformity.

At Level 3, the student is able to

- assess long-term conflict between patriotism and free expression.

6.3 investigate how technological change transformed American society and created popular culture.

At Level 1, the student is able to

- trace the influence of technology on American society.

At Level 2, the student is able to

- describe the impact of television, motion picture, and music industries on 1950's popular culture;
- discuss changes within the American home and family as a result of technology.

At Level 3, the student is able to

- evaluate how innovations of the 1950s and 1960s spurred the future information age.

Sample Task:

Students will interview a person preferably a non-family member who lived during the turbulent 1960's. Students will ask about various topics from the era e.g. Civil Rights, assassinations, Vietnam, Cuba, space and nuclear arms races, politics, and women's rights, etc.. Students will orally present the results of their interview to the class.

Era 10: The Contemporary United States 1968-present

Standard Number: 1.0 Culture

Standard: Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values, and tradition. Students will explore these elements of society to develop an appreciation of and respect for the variety of human cultures.

Learning Expectations:

The student will

1.1 recognize how the scientific and technological advances of the computer age influenced American culture.

1.2 recognize the transition of minorities, women, and culture groups through history.

Performance Indicators:

1.1 recognize how the scientific and technological advances of the computer age influenced American culture.

At Level 1, the student is able to

- recall prior cultural advances that occurred as a result of inventions and innovations.

At Level 2, the student is able to

- explain the influence of the media on modern American society.

At Level 3, the student is able to

- appraise how the "information superhighway" affects American life;
- predict the future influence of computers and other technology in America.

1.2 recognize the transition of minorities, women, and culture groups through history.

At Level 1, the student is able to

- consider the changing status of women and culture groups through history.

At Level 2, the student is able to

- examine contemporary issues pertaining to gender, race and immigration.

At Level 3, the student is able to

- recommend solutions to the ongoing inequities in America's society.

Standard Number: 2.0 Economics

Standard: Globalization of the economy, the explosion of population growth, technological changes and international competition compel students to understand, both

personally and globally, production, distribution, and consumption of goods and services. Students will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy-making versus decision-making.

Learning Expectations:

The student will

2.1 investigate trends in the overall economic cycle since the 1970s.

Performance Indicators:

2.1 investigate trends in the overall economic cycle since the 1970s.

At Level 1, the student is able to

- define economic cycle.

At Level 2, the student is able to

- analyze stagflation and its causal factors in the late 1970's;
- weigh the successes and failures of Reagan's supply side economics.

At Level 3, the student is able to

- measure the effect of income disparity on an economy.

Standard Number: 3.0 Geography

Standard: Geography enables the students to see, understand and appreciate the web of relationships between people, places, and environments. Students will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the use of geography.

Learning Expectations:

The student will

3.1 investigate the ongoing population shifts from urban to suburban and the migration from the Rust Belt to the Sun Belt.

3.2 identify areas of the world in which commercial and security interests involved the United States from 1968 to the present.

Performance Indicators:

3.1 investigate the ongoing population shifts from urban to suburban and the migration from the Rust Belt to the Sun Belt.

At Level 1, the student is able to

- review prior American migration patterns.

At Level 2, the student is able to

- label the states of the Rust Belt and Sun Belt.

At Level 3, the student is able to

- assess how urban sprawl has affected and may affect demographic patterns.

3.2 identify areas of the world in which commercial and security interests involved the United States from 1968 to the present.

At Level 1, the student is able to

- recall areas of prior American interest, intervention, and conflict.

At Level 2, the student is able to

- apply America's commercial and security interests to different world regions.

At Level 3, the student is able to

- prioritize different world regions' importance to American interests.

Standard Number: 4.0 Governance and Civics

Standard: Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.

Learning Expectations:

The student will

4.1 investigate the impact of political turmoil on American attitudes toward governance since 1968.

4.2 identify the impact of constitutional change, various civil rights movements, feminism, and the Reagan Revolution.

Performance Indicators:

4.1 investigate the impact of political turmoil on American attitudes toward governance since 1968.

At Level 1, the student is able to

- review the consequences of prior political upheaval in American history.

At Level 2, the student is able to

- examine the long-term influence of the Watergate scandal on the public trust.

At Level 3, the student is able to

- contrast the effectiveness of the major political parties in seeking popular support.

4.2 identify the impact of constitutional change, various civil rights movements, feminism, and the Reagan Revolution.

At Level 1, the student is able to

- discuss how past reform movements affected American government.

At Level 2, the student is able to

- cite examples of legislation, executive orders, and judicial decisions relating to civil rights;
- explore how the Reagan Revolution invited both support and criticism.

At Level 3, the student is able to

- evaluate the continuing struggle for national unity amidst such movements as multiculturalism, group rights, and bilingualism.

Standard Number: 5.0 History

Standard: History involves people, events, and issues. Students will evaluate evidence to develop comparative and causal analyses, and to interpret primary sources. They will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

Learning Expectations:

The student will

5.1 understand the causes, the course, and the effects of the Vietnam War at home and abroad.

5.2 investigate domestic and foreign policy trends since 1968.

Performance Indicators:

5.1 understand the causes, the course, and the effects of the Vietnam War at home and abroad.

At Level 1, the student is able to

- identify Vietnam and the reasons for American interest in the region.

At Level 2, the student is able to

- construct a timeline of American interest in Vietnam since World War II;
- investigate both sides of the debate concerning American involvement in Vietnam.

At Level 3, the student is able to

- evaluate how the Vietnam War affected United States foreign policy.

5.2 investigate domestic and foreign policy trends since 1968.

At Level 2, the student is able to

- differentiate between the major parties' domestic and foreign policies.

At Level 3, the student is able to

- design a policy responding to a contemporary domestic or foreign issue.

Standard Number: 6.0 Individuals, Groups, and Interactions

Standard: Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.

Learning Expectations:

The student will

6.1 understand the dynamics of the modern American family.

6.2 understand the implications of the changing American society.

Performance Indicators:

6.1 understand the dynamics of the modern American family.

At Level 1, the student is able to

- trace the transformation of the American family over time.

At Level 2, the student is able to

- describe changes in the nuclear family in recent decades.

At Level 3, the student is able to

- consider how the continued evolution of the family will impact 21st century America.

6.2 understand the implications of the changing American society.

At Level 1, the student is able to

- recognize generational conflict.

At Level 2, the student is able to

- debate the significance of this pattern in the areas of social security, health care, and civil rights.

At Level 3, the student is able to

- view contemporary issues through the perspective of different generations.

Sample Task

Students will write to government officials at local, state, and federal levels asking them to priority major contemporary issues. The students will compile the responses and generate their own chart outlining the top 10 major issues. Students will then discuss and debate these issues.

Social Studies
Curriculum Standards

Approved by the Tennessee State Board of Education
August 31, 2001

WORLD HISTORY HIGH SCHOOL

Standards, Learning Expectations, and Performance Indicators

Course Description: In World History High School, students study the history of humankind with a more concentrated focus from the Renaissance to present day. The six social studies standards of essential content knowledge and four process skills are integrated for instructional purposes. Students will utilize different methods that historians use to interpret the past, including points of view and historical context.

Standard Number: 1.0 Culture

Standard: Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values, and tradition. Students will explore these elements of society to develop an appreciation of and respect for the variety of human cultures.

Learning Expectations:

The student will

1.1 understand the multi-cultural components to world culture.

1.2 understand the development and migration of art, architecture, language, religion, music and theater.

1.3 understand the ways in which individuals and groups contributed to changes in social conditions.

1.4 examine how various individuals and groups use methods to diminish cultural elements and eradicate entire groups.

Performance Indicators:

1.1 understand the multi-cultural components to world culture.

At Level 1, the student is able to

- recognize various cultural groups such as Western, Asian, African, Middle Eastern and indigenous.

At Level 2, the student is able to

- compare and contrast diverse word cultures in order to identify, comprehend, and appreciate the contributions of various cultural groups.

At Level 3, the student is able to

- evaluate the idea that cultures both enhance and impede individuals and groups in societal and global interactions.

1.2 understand the development and migration of art, architecture, language, religion, music and theater.

At Level 1, the student is able to

- list several major cultural works from each of the world cultural groups.

At Level 2, the student is able to

- explain the connection between artistic and or religious expression, language usage and cultural development.

At Level 3, the student is able to

- study original works, which reflect a historical understanding of diverse cultures.

1.3 understand the ways in which individuals and groups contributed to changes in social conditions.

At Level 1, the student is able to

- list examples of changes in social conditions such as education, morality, living conditions, working conditions, and gender roles.

At Level 2, the student is able to

- analyze the effects of changes in social conditions on economic, social, political and cultural aspects of societies.

At Level 3, the student is able to

- identify a current social issue and create a plan for reform.

1.4 examine how various individuals and groups use methods to diminish cultural elements and eradicate entire groups.

At Level 1, the student is able to

- identify specific examples of genocide such as the Holocaust.

At Level 2, the student is able to

- examine major methods used by the Nazis against the Jews during the Holocaust, including the use of propaganda, official sanction, expropriation of property, persecution, and genocide.

At Level 3, the student is able to

- evaluate the methods of ethnic cleansing used in the contemporary settings of the former Yugoslavia and Rwanda.

Sample Tasks:

The students will choose an element of culture such as art, architecture, or music. They will then design for each of the major cultures studied a sample of artwork consistent with the cultures for each of group. At the end of the course, students will have a portfolio of works consistent with each culture that can be used for comparison of the various cultures. For example a student might complete paintings that would be consistent with the artworks of various cultures and then use the artworks to compare the various cultures studied. Students could also build models of the architecture of the various cultural groups. Advanced students might create songs consistent with the cultures or complete artworks that focus on a specific theme such as representations of religious beliefs.

Standard Number: 2.0 Economics

Standard: Globalization of the economy, the explosion of population growth, technological changes and international competition compel students to understand, both personally and globally, production, distribution, and consumption of goods and services. Students will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy-making versus decision-making.

Learning Expectations:

The student will

2.1 understand the major economic systems that developed globally.

2.2 recognize the importance of technologies for economic development.

2.3 understand the impact of the Industrial Revolution on the global economy.

2.4 understand the rapid change of the global economy after the Industrial Revolution in the 20th century.

2.5 understand the contribution of individuals to the economy systems of the world.

Performance Indicators:

2.1 understand the major economic systems that developed globally.

At Level 1, the student is able to

- describe the basic components of economic systems such as monetary systems and methods of value determinations.

At Level 2, the student is able to

- explain the origins and development of major economic systems.

At Level 3, the student is able to

- test and critique various economic systems through simulations.

2.2 recognize the importance of technologies for economic development.

At Level 1, the student is able to

- define technology and list examples of technological developments.

At Level 2, the student is able to

- analyze how various technological developments impact economic systems.

At Level 3, the student is able to

- rank the importance and impact of various technological developments.

2.3 understand the impact of the Industrial Revolution on the global economy.

At Level 1, the student is able to

- identify the economic and production components of the Industrial Revolution.

At Level 2, the student is able to

- analyze the change from individual production to mass production and examine factors that led to the spread of industrialization throughout the world's economies.

At Level 3, the student is able to

- determine and weigh the factors that contributed most to the development of the global industrial economy.

2.4 understand the rapid change of the global economy after the Industrial Revolution in the 20th century.

At Level 1, the student is able to

- identify the basic components of an industrialized economy such energy sources, resource use, production methods, and distribution methods.

At Level 2, the student is able to

- explain the rapid industrialization of the global economy by synthesizing the factors leading to and components of an industrialized economy.

At Level 3, the student is able to

- determine the effect that the industrialized economy has hand on historical events in the 20th century.

2.5 understand the contribution of individuals to the economy systems of the world.

At Level 1, the student is able to

- identify several systems of labor and production such as slavery, indentured servants, pre-industrial crafts, and mass production.

At Level 2, the student is able to

- examine the conditions under which individuals worked in the various labor systems.

At Level 3, the student is able to

- evaluate the impact of various labor organizations on working conditions.

Sample Tasks:

The students will participate in a teacher created simulation of various types of economies. The teacher will use a variety of objects as rewards for classroom participation. The students would then have the ability to trade the objects among themselves or with the teacher thus establishing the relative worth of various objects and illustrating a barter economy. Later as the teacher moves into more modern economic systems, instead of objects the teacher could create paper money and assign worth to the paper money in the form of extra credit points or options such as skipping a question on the test. A certain amount of the paper money could be required for various activities thus introducing the students to the central concepts of market economy systems.

Standard Number: 3.0 Geography

Standard: Geography enables the students to see, understand and appreciate the web of relationships between people, places, and environments. Students will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the use of geography.

Learning Expectations:

The student will

3.1 understand the importance of physical geographic features on world historic events.

3.2 understand human geographic interactions and their impact on world historic events.

3.3 understand the importance of population growth and distribution on world historic events.

Performance Indicators:

3.1 understand the importance of physical geographic features on world historic events.

At Level 1, the student is able to

- recognize and name major physical geographic features.

At Level 2, the student is able to

- examine the ways in which physical geographic features influence interaction of individuals and civilizations.

At Level 3, the student is able to

- assess the relative importance of physical geographic features on world historic and current events.

3.2 understand human geographic interactions and their impact on world historic events.

At Level 1, the student is able to

- recall examples of exploration, conquest, urbanization, migration environmental impacts and cultural adaptations.

At Level 2, the student is able to

- analyze factors related to human geographic interaction including patterns of exploration, conquest, urbanization, migration, environmental impacts, and cultural adaptations.

At Level 3, the student is able to

- determine which factors have been most significant in the development of the modern world.

3.3 understand the importance of population growth and distribution on world historic events.

At Level 1, the student is able to

- describe the development of populations by recognizing the impact of physical geographic features and natural occurrences.

At Level 2, the student is able to

- examine the impact of natural disasters, plagues, and diseases on world historic events.

At Level 3, the student is able to

- assess immediate and long-term consequences of natural disasters, plagues, and disease on population growth and distribution.

Sample Tasks:

Students using population statistics found on the web or in reference books will create graphs showing the nature of the population growth over the course of World History. Individual graphs might include an analysis of the population growth of an individual country over time with an emphasis on recognizing the factors that lead to this growth. Students could also complete population pyramids for various developed and developing nations to understand how populations in various countries vary.

Standard Number: 4.0 Governance and Civics

Standard: Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.

Learning Expectations:

The student will

4.1 understand the development of major systems of world governance.

4.2 understand how individuals are affected differently by varied forms of governance.

4.3 understand the development of nation-state governments.

4.4 understand the emergence of world governmental organizations.

Performance Indicators:

4.1 understand the development of major systems of world governance.

At Level 1, the student is able to

- distinguish between various governance and legal systems such as democracy, dictatorial fascism, feudalism, manorialism, monarchy, theocracy, totalitarian, and tribal systems.

At Level 2, the student is able to

- analyze the origins and evolution of these major systems of world governance including an understanding of the philosophical tenets which influence political thought such as ancient Greece, Early Rome, Enlightenment, and the 19th and 20th century political philosophers.

At Level 3, the student is able to

- rate the implementation and relative success of governance systems.

4.2 understand how individuals are affected differently by varied forms of governance.

At Level 1, the student is able to

- recognize the role of individuals in governance.

At Level 2, the student is able to

- compare and contrast roles of individuals in different forms of governance.

At Level 3, the student is able to

- assess how the role of individual changed throughout history in different societies.

4.3 understand the development of nation-state governments.

At Level 1, the student is able to

- define the term nation state and recall examples of nation-state governments.

At Level 2, the student is able to

- examine the origins and evolution of nation-states.

At Level 3, the student is able to

- assess the validity of the factors that led to creation of nation-states.

4.4 understand the emergence of world governmental organizations.

At Level 1, the student is able to

- identify major world governmental organizations such as NATO, United Nations, European Union, and OPEC.

At Level 2, the student is able to

- analyze the origins, development and successes of varied world governmental organizations.

At Level 3, the student is able to

- formulate resolutions to world issues and present them in a mock international governmental organization.

Sample Tasks:

Students will role-play various forms of government. For a fascist state, the teacher or a student can be given absolute power to make decisions for the classroom for a period of time in a class and students will write responses to the way in which the fascist rules might effect them if carried out over a longer period of time. For democracy, students would be given the opportunity to vote on various classroom issues and discuss the decision-making process focusing on the role of majority and minority groups. For feudalism, the students could be split into groups given an assignment and one person is given the authority over the group to assign tasks and grades for each participant. The leaders could be encouraged to assign grades more harshly to emphasize the power of feudal lords over their subjects.

Standard Number: 5.0 History

Standard: History involves people, events, and issues. Students will evaluate evidence to develop comparative and causal analyses, and to interpret primary sources. They will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

Learning Expectations:

The student will

5.1 understand the chronological flow of historical eras and events in World History.

5.2 understand the processes that gave rise to the earliest human civilizations.

5.3 understand the maturation of Africa, Asia, Europe, Australia, the Middle East, Oceanic, and the Americas and their continuing impact on the modern world.

5.4 understand the history and impact of world religions.

5.5 understand the evolution of modern and western civilizations from 1000 CE to the present.

5.6 understand the importance of the various economic systems in place during the 19th and 20th century.

5.7 understand the impact of various global conflicts throughout history.

5.8 understand the continuing impact of historical events on the modern world.

5.9 understand the impact of developing technology on the world.

5.10 understand how historical information is collected, recorded, interpreted, transmitted, and disseminated across various historical eras.

5.11 understand the importance of major trends and movements in world history.

5.12 understand the origin, evolution, decline, and impact of empire building and imperialism.

Performance Indicators:

5.1 understand the chronological flow of historical eras and events in World History.

Describe the major historical eras and major events associated with those eras from the beginnings of civilization through the modern world. These include

- **The Beginnings of Human Society (prehistory-4000 BCE)**
- **Early Civilizations and Pastoral Societies (4000 BCE-1000 BCE)**
- **Mediterranean and Southwest Asian Civilizations (1000 BCE-399CE)**
- **Cultural Exchange and Encounters (300-1500CE)**
- **First Global Age (1450-1770 CE)**
- **Age of Revolution (1750-1914)**
- **Increasing Global Interaction (1900-present)**

5.2 understand the processes that gave rise to the earliest human civilizations.

At Level 1, the student is able to

- describe the interaction between early human groups, the environmental and survival methods that led to the formation of civilizations. Minimal understanding would include Mesopotamia, Egypt, China, and the Indus Valley.

At Level 2, the student is able to

- compare the development of several different early human civilizations including agrarian, hunter-gather, nomadic, warrior and pastoral.

At Level 3, the student is able to

- develop an "imaginary" civilization consistent with early human civilizations, given a set of environmental conditions. This would include an understanding of social, religious, and economic factors.

5.3 understand the maturation of Africa, Asia, Europe, Australia, the Middle East, Oceanic, and the Americas and their continuing impact on the modern world.

At Level 1, the student is able to

- identify and label key traits of the various civilizations.

At Level 2, the student is able to

- compare and contrast the world civilizations by examining similarities and differences.

At Level 3, the student is able to

- weigh the relative impact of world civilizations upon the modern world.

5.4 understand the history and impact of world religions.

At Level 1, the student is able to

- list the major religious groups and describe their basic philosophies. Minimal understanding should include Buddhism, Christianity, Hinduism, Islam and Judaism.

At Level 2, the student is able to

- differentiate between the major world religions and their philosophies.

At Level 3, the student is able to

- consider major world religions, research their historical development and analyze their philosophical development over time.

5.5 understand the evolution of modern and western civilizations from 1000 CE to the present.

At Level 1, the student is able to

- recognize factors that lead to the development of modern civilizations. Minimal understanding should include historical events, economic processes, cultural interactions, military systems and governmental structures.

At Level 2, the student is able to

- illustrate how various factors influenced the development of modern civilizations.

At Level 3, the student is able to

- predict the future development of modern civilizations based on an interpretation of historic factors.

5.6 understand the importance of the various economic systems in place during the 19th and 20th century.

At Level 1, the student is able to

- list key features of economic systems. Minimal understanding should include varied monetary systems and methods of value determination.

At Level 2, the student is able to

- evaluate the impact that economic systems have on historical events. Minimal understanding should include the influence of Socialism, Communism, Capitalism, and an understanding of the economic theorists that led to the development of each.

At Level 3, the student is able to

- interpret the relative success of economic systems and explain their impact on the interactions of civilizations.

5.7 understand the impact of various global conflicts throughout history.

At Level 1, the student is able to

- recognize conflict and list several global wars, revolutions, ethnic conflicts, religious conflicts, genocide, or diplomatic exchanges.

At Level 2, the student is able to

- identify and classify the components of conflicts into causes, courses, and consequences.

At Level 3, the student is able to

- appraise the value of conflict by comparing the costs and benefits of global war, ethnic conflicts, genocide, and diplomatic exchanges.

5.8 understand the continuing impact of historical events on the modern world.

At Level 1, the student is able to

- describe significant historical events that occurred during each of the historical eras.

At Level 2, the student is able to

- calculate the impact of historical events on the modern world.

At Level 3, the student is able to

- evaluate the idea that the modern world is caused by and dependent on the interactions between individuals and historic events.

5.9 understand the impact of developing technology on the world.

At Level 1, the student is able to

- list inventions, innovations, and other technological developments and incorporate the idea of change in the realms of communications, transportation, production and lifestyle.

At Level 2, the student is able to

- illustrate the ways in which technological advancements influenced world events.

At Level 3, the student is able to

- rate the relative importance of various technological advancements.

5.10 understand how historical information is collected, recorded, interpreted, transmitted, and disseminated across various historical eras.

At Level 1, the student is able to

- identify methods of historical research and dissemination. Minimal understanding illustrate the ways in which technological advancements affect world events;
- identify methods of historical research and dissemination. Minimal understanding should include archaeology, anthropology, and oral histories, primary and secondary sources.

At Level 2, the student is able to

- examine the methods by which historical information and ideas are recorded and transmitted in order to analyze data from various collections and research methods. Minimal understanding should include ancient libraries, monastic preservation, museums, personal collections, modern libraries and the Internet;
- utilize the various historical research techniques to develop an original historical analysis;
- recognize the roles, treatments and contributions of women.

At Level 3, the student is able to

- analyze the evolution of the political, economic, and social status of women;
- compare and contrast the status of women in varied world societies by examining the lives of individuals or homogeneous groups;
- rate the relative importance of various technological advancements.

5.11 understand the importance of major trends and movements in world history.

At Level 1, the student is able to

- identify trends and movements such as the Renaissance, Reformation, Scientific Revolution, Industrial Revolution, Enlightenment, and Age of Political Revolution, Commercial Revolution, Communication Revolution and Transportation Revolution.

At Level 2, the student is able to

- examine the causes and effect of these major trends and movements.

At Level 3, the student is able to

- assess the impact of one movement using the case study method to determine its impact on the 21st century.

5.12 understand the origin, evolution, decline, and impact of empire building and imperialism.

At Level 1, the student is able to

- list examples of countries that engage in the process of empire building.

At Level 2, the student is able to

- compare and contrast the origin, evolution, decline, and impact of empire building in different regions such as the concept of Imperialism and the Roman, Ottoman, Persian, African and English empires, Chinese dynasties, and ancient Greece.

At Level 3, the student is able to

- assess the legacy of empire building and imperialism in order to predict its impact on modern society.

Sample Tasks:

The students will research and create a class timeline of major technological advances over time. They will place these innovations on the timeline and then brainstorm ways in which the advances may have contributed to various world events. This activity could be a good way to introduce the scope of history and briefly introduce the students to a variety of historical events by looking at the way technology influenced them. For example the students could evaluate the way in which the invention of the printing press helped fuel the Renaissance in Europe. This timeline approach could be used with a variety of different topics besides technology.

Standard Number: 6.0 Individuals, Groups, and Interactions

Standard: Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.

Learning Expectations:

The student will

6.1 understand the impact of one's culture on identity, lifestyle, and socioeconomic status.

6.2 recognize the role of individuals in various cultures such as Western, Asian, African, Middle Eastern, and indigenous cultures.

6.3 understand the extent to which individuals, groups and institutions interact to produce continuity and change throughout world history.

Performance Indicators:

6.1 understand the impact of one's culture on identity, lifestyle, and socioeconomic status.

At Level 1, the student is able to

- assess the impact of culture on the individual;
- measure the exchange between an individual's identity and cultural groups.

At Level 2, the student is able to

- recognize the impacts of bias, conformity, and stereotyping;
- define and give examples of bias, conformity, and stereotyping.

At Level 3, the student is able to

- detect and explain the existence of bias and stereotyping in historical context such as social class, case systems, ethnic identifications, gender roles, and religious persecutions;
- evaluate the social pressures within a culture that create bias, conformity, and stereotyping.

6.2 recognize the role of individuals in various cultures such as Western, Asian, African, Middle Eastern, and indigenous cultures.

At Level 1, the student is able to

- identify individuals, groups and institutions that have influenced world history through political economic, social and cultural contributions.

At Level 2, the student is able to

- examine the ways individuals, groups and institutions interact by classifying actions and policies that promote continuity and/or change.

At Level 3, the student is able to

- judge the relative impact of various individuals, groups, and institutions on world events.

6.3 understand the extent to which individuals, groups and institutions interact to produce continuity and change throughout world history.

At Level 1, the student is able to

- recall examples of two groups' interaction such as economic, political, social and cultural exchanges.

At Level 2, the student is able to

- detect factors that cause individuals to establish contact and trade with other groups.

At Level 3, the student is able to

- create graphic representations or models of significant contact or trading patterns.

Sample Tasks:

The students will choose an individual or group that has had a significant impact on World History. They will research the role that individual or group played in a specific historical event and focus on how the event impacted other individuals or groups. For example a student might choose Adolf Hitler and the Jewish population of Germany. They will present their findings in an oral presentation, paper, or PowerPoint presentation.

Social Studies
Curriculum Standards

Approved by the Tennessee State Board of Education
August 31, 2001

WORLD GEOGRAPHY HIGH SCHOOL

Standards, Learning Expectations, and Performance Indicators

Course Description: In World Geography High School, students study people, places, and environments at local, regional, national, and international levels from the spatial and ecological perspectives of geography. The six social studies standards of essential content knowledge and four process skills are integrated for instructional purposes.

Standard Number: 1.0 Culture

Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values, and tradition. Students will explore these elements of society to develop an appreciation of and respect for the variety of human cultures.

Learning Expectations:

The student will

1.1 understand the complex nature of culture and how cultures influence the characteristics of places and regions.

1.2 understand the relationship between physical environments and culture.

1.3 understand how cultural perspective impacts perceptions of places and regions.

Performance Indicators:

1.1 understand the complex nature of culture and how cultures influence the characteristics of places and regions.

At Level 1, the student is able to

- describe the components of culture;

- describe the location of major cultural attributes such as language, religion, political systems, economic systems, and population centers both regionally and globally;
- describe how human characteristics make specific regions of the world distinctive.

At Level 2, the student is able to

- compare and contrast the impact of various aspects of culture on the political and economic systems of various regions of the world.

At Level 3, the student is able to

- analyze the role of cultural diffusion and interactions among Earth's human systems in the ongoing development of Earth's cultural landscapes;
- analyze the role culture plays in incidents of cooperation and conflict in the contemporary world.

1.2 understand the relationship between physical environments and culture.

At Level 1, the student is able to

- describe characteristics of physical environments that contribute to the growth and development of cultures.

At Level 2, the student is able to

- compare and contrast how cultures differ in their use of environments and resources.

At Level 3, the student is able to

- analyze how communication, transportation and other forms of technology contribute to the development of a culture.

1.3 understand how cultural perspective impacts perceptions of places and regions.

At Level 1, the student is able to

- explain how information and experiences may be interpreted differently from people of diverse cultural perspectives and frames of reference.

At Level 2, the student is able to

- demonstrate how language, art, music, belief systems, and other cultural elements facilitate global understanding or cause misunderstanding.

At Level 3, the student is able to

- analyze the role of various aspects of culture in unifying or fragmenting a society's perception of places and regions.

Sample Task:

The students will explore the history of foods of different ethnic groups and the significance of how these foods perpetuate the group's cultural ideals. Assign groups of students differing ethnic groups both in contemporary and historical terms. The students will identify culinary dishes from around the world by creating a fictional menu. Menus can vary greatly reflecting traditional meals, or holiday meals. Students can delve a deeper understanding of cultural food by tracing where the food products originated and where they can found today. Students will share their menus with fellow classmates and then discuss how the menus differ and are similar to their own. To further supplement this activity, the students can prepare and serve the meals to their fellow students.

Standard Number: 2.0 Economics

Standard: Globalization of the economy, the explosion of population growth, technological changes and international competition compel students to understand, both personally and globally, production, distribution, and consumption of goods and services. Students will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy-making versus decision-making.

Learning Expectations:

The student will

2.1 understand fundamental economic concepts and their application to a variety of economic systems, regionally and globally.

2.2 understand the patterns and networks of economic interdependence on Earth's surface.

2.3 understand the changes that occur in the nature, use, distribution, and importance of resources.

Performance Indicators:

2.1 understand fundamental economic concepts and their application to a variety of economic systems, regionally and globally.

At Level 1, the student is able to

- describe various types of economies and their methods of production and consumption (e.g., market economy, free enterprise, capitalism, communism, and socialism).

At Level 2, the student is able to

- apply basic economic concepts (e.g., exports and imports, tariffs, closed and emerging markets, debt and credit, gross domestic product, goods and services) in studying the various regions of the world.

At Level 3, the student is able to

- describe the spatial distribution of major economic systems and their relative merit or disadvantages in terms of productivity, welfare of workers, and standard of living.

2.2 understand the patterns and networks of economic interdependence on Earth's surface.

At Level 1, the student is able to

- describe the spatial organization of contemporary economic trade networks;
- explain the major components of and reasons for world trade;
- explain the role of transportation and communication networks in the development of economic activities.

At Level 2, the student is able to

- compare and contrast primary, secondary, and tertiary economic activities in a geographic context;
- compare and contrast the interactions between domestic and global economic systems.

At Level 3, the student is able to

- evaluate the domestic and international impact of various economic agreements, both regionally and globally;
- evaluate the advantages and disadvantages of international economic patterns (e.g., international debt, investment of foreign capital, multi-national corporations, foreign-owned businesses).

2.3 understand the changes that occur in the nature, use, distribution, and importance of resources.

At Level 1, the student is able to

- describe the characteristics, location, and use of renewable and nonrenewable resources, regionally and globally;
- explain the relationship between the use, availability, and accessibility of resources and a country's standard of living, including the role of technology in resource acquisition and use;
- describe world patterns of resource distribution and utilization.

At Level 2, the student is able to

- compare and contrast patterns of resource distribution and utilization.

At Level 3, the student is able to

- analyze programs and the impact of policy decisions related to the use of resources, locally, regionally, and globally.

Sample Task:

The students will participate in a teacher created simulation of various types of economies. The teacher will use a variety of objects as rewards for classroom participation. The students would then have the ability to trade the objects among themselves or with the teacher thus establishing the relative worth of various objects and illustrating a barter economy. Later as the teacher moves into more modern economic systems, instead of objects the teacher could create paper money and assign worth to the paper money in the form of extra credit points or options such as skipping a question on the test. A certain amount of the paper money could be required for various activities thus introducing the students to the central concepts of market economy systems.

Standard Number: 3.0 Geography

Standard: Geography enables the students to see, understand and appreciate the web of relationships between people, places, and environments. Students will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the use of geography.

Learning Expectations:

The student will

3.1 understand the characteristics and uses of maps, globes, and other geographic tools and technologies.

3.2 know the location of places, geographic features, and patterns of the environment, both physical and human, locally, regionally, and globally.

3.3 understand the characteristics and uses of spatial organization of Earth's surface.

3.4 understand the physical and human characteristics of place.

3.5 understand that common physical, biological, and cultural characteristics create regions.

3.6 understand how physical processes shape Earth's natural landscapes and affect environments.

3.7 understand how physical systems and environments affect human systems.

3.8 understand how human systems modify the physical environment.

3.9 understand the nature, distribution and migration of human populations on Earth's surface.

Performance Indicators:

3.1 understand the characteristics and uses of maps, globes, and other geographic tools and technologies.

At Level 1, the student is able to

- describe the basic elements of maps and mapping;
- compare and contrast various types of maps, including thematic and topographic maps;
- explain the purposes and distinguishing characteristics of different map projections.

At Level 2, the student is able to

- explain the characteristics and uses of current geographic techniques in mapping such geographic information systems (GIS), global positioning systems (GPS), and satellite-produced imagery.

At Level 3, the student is able to

- analyze the advantages and disadvantages of using maps from different sources and different points of view;
- construct maps and other geographic representations using primary data.

3.2 know the location of places, geographic features, and patterns of the environment, both physical and human, locally, regionally, and globally.

At Level 1, the student is able to

- describe the relative location of, size of, and distances between Earth's major physical, biological, and human geographic features.

At Level 2, the student is able to

- describe the approximate locations of major political and economic cultures;
- describe the spatial dynamics of various contemporary events.

At Level 3, the student is able to

- describe and analyze the role of mental maps.

3.3 understand the characteristics and uses of spatial organization of Earth's surface.

At Level 1, the student is able to

- describe concepts and geographic tools used to define and describe spatial organization such as absolute and relative location, distance, direction, scale, movement and region.

At Level 2, the student is able to

- analyze patterns of spatial organization including why some areas are more densely populated than others and the differences between rural, urban, and suburban patterns;
- explain factors that affect spatial organization of Earth's surface such as transportation, migration, and communication technology.

At Level 3, the student is able to

- demonstrate the use of spatial organization, principles of location, and land use patterns in policies and decisions.

3.4 understand the physical and human characteristics of place.

At Level 1, the student is able to

- explain how physical, biological, and human characteristics and process define and shape a place.

At Level 2, the student is able to

- compare and contrast how physical processes and human movement and migration influence the character of various places regionally and globally.

At Level 3, the student is able to

- analyze the symbiotic relationship between the physical and human environments and how it is reflected on Earth's surface;
- analyze the advantages and disadvantages of using places for different activities based on their physical, biological, and human characteristics.

3.5 understand that common physical, biological, and cultural characteristics create regions.

At Level 1, the student is able to

- describe the criteria used to define a region including physical traits and formal, functional, and vernacular cultural regions.

At Level 2, the student is able to

- compare and contrast types of regions at the local, regional, and global level;
- compare and contrast how cultures influence the characteristics of regions and how human characteristics make specific regions of the world distinctive.

At Level 3, the student is able to

- explain how the concept of a region can be used to simplify the complexity of Earth's surface;
- demonstrate ways in which regional systems are structured;
- explain connections within and among the parts of a regional system;
- evaluate factors that contribute to the dynamic nature of regions.

3.6 understand how physical processes shape Earth's natural landscapes and affect environments.

At Level 1, the student is able to

- describe ways in which different types of physical processes create and shape patterns in Earth's physical environments.

At Level 2, the student is able to

- predict the consequences of specific physical processes operating on Earth's surface;
- explain how physical processes affect different regions of the world;
- explain and analyze the distribution of different physical processes (e.g., tectonic activity, different types of weather and climatic patterns, vegetation patterns);
- explain the distribution of Earth's various ecosystems.

At Level 3, the student is able to

- evaluate the effects of various physical cycles;
- assess the dynamic and interactive nature of physical systems.

3.7 understand how physical systems and environments affect human systems.

At Level 1, the student is able to

- describe ways in which human systems develop in response to conditions in the physical environment.

At Level 2, the student is able to

- compare and contrast ways in which the physical environment affects life in different regions, regionally and globally;
- analyze the impact of natural hazards and disasters on human systems and in different regions, regionally and globally.

At Level 3, the student is able to

- evaluate the limits and opportunities of physical environments for human activities;
- assess changes in the physical environment, regionally and globally, that affect the capacity of the environment to support human activity.

3.8 understand how human systems modify the physical environment.

At Level 1, the student is able to

- explain effects of human activities on the physical environment, including global warming, deforestation, desertification, and urbanization;
- explain ways in which human-induced changes in the physical environment in one place can cause changes in other places;
- describe the impact of human activities on different ecosystems.

At Level 2, the student is able to

- compare and contrast ways in which technology influences the human capacity to modify the physical environment;
- explain and illustrate the role of human activity in increasing or decreasing certain biological components of various physical environments.

At Level 3, the student is able to

- analyze the environmental consequences of human activities and predict the global impact of human changes in the physical environment.

3.9 understand the nature, distribution and migration of human populations on Earth's surface.

At Level 1, the student is able to

- explain the characteristics of populations at a variety of scales including ethnicity, age distribution, gender, and life expectancy;
- explain how demographic concepts such as population distribution, population density, birth and death rate, fertility rate, and infant mortality are used to describe population characteristics of a country or region;
- identify and describe quality of life indicators such as life expectancy, literacy rate, and per capita gross domestic product;
- explain the causes and effects of human migration.

At Level 2, the student is able to

- explain how international migrations are shaped by "push and pull" factors;
- evaluate factors that influence patterns of rural-urban migration.

At Level 3, the student is able to

- analyze and evaluate contemporary population issues;

- predict the impact of human migration and other population changes on Earth's physical and human systems, regionally and globally.

Sample Task:

Students will explore the use of storm tracking technologies by researching and presenting how natural disasters are forecasted. The class will brainstorm different types of storm tracking technologies by listing them on a blackboard. Assign students the task of researching a first hand account of a natural disaster. Students will read the account to the class in a reader's theater approach. The class will explore whether the technology provided enough data to forecast the storm. Additionally, the class can conduct a web quest to document new technologies relevant to storm or natural disaster tracking.

Standard Number: 4.0 Governance and Civics

Standard: Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.

Learning Expectations:

The student will

4.1 understand the nature, complexity, and influence of systems of governance.

4.2 understand the forces of cooperation and conflict that shape the divisions of Earth's surface.

4.3 understand global development and environmental issues.

Performance Indicators:

4.1 understand the nature, complexity, and influence of systems of governance.

At Level 1, the student is able to

- explain the purposes and structure of various systems of governance, regionally and globally;
- compare and contrast different political systems, worldwide, with that of the United States and describe political leaders from selected contemporary settings.

At Level 2, the student is able to

- explain the relationship between a place's physical, political, and cultural characteristics and the type of governance that characterizes that place.

At Level 3, the student is able to

- analyze the impact of such geographic developments as human migration, economic global interdependence, transportation and communication routes, and technology on the characteristics of various contemporary systems of governance and civics.

4.2 understand the forces of cooperation and conflict that shape the divisions of Earth's surface.

At Level 1, the student is able to

- identify social, political, and economic divisions at the local, state, national, and international levels;
- describe international and multinational organizations of cooperation;
- describe various factors involved in the development of nation-states.

At Level 2, the student is able to

- describe conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations;
- explain factors that affect the cohesiveness and integration of countries;
- describe ideas and mechanisms that governments develop to meet the needs and wants of citizens, regulate territory, manage conflict, and establish order and security.

At Level 3, the student is able to

- explain the relationship between forces of cooperation and/or conflict and the control of Earth's surface;
- analyze causes of boundary conflicts and internal disputes between culture groups;
- analyze the changes that occur in the extent and spatial organization of social, political, and economic entities.

4.3 understand global development and environmental issues.

At Level 1, the student is able to

- identify and describe current struggles over energy resources and environmental issues and how different governments resolve these problems.

At Level 2, the student is able to

- interpret governmental and international responses to various environmental issues.

At Level 3, the student is able to

- analyze the positions taken by different systems of governance on such issues as sustainable development and resource management.

Sample Task:

Students will examine the motivations, goals, and actions of countries against whose "state sponsored terrorism" the United States State Department has issued economic standards. The class will collectively create their own definition of terrorism. On the blackboard, the teacher will place this definition of terrorism in the center of a bubble, and draw subsequent bubbles with the student's thoughts (webbing.) In groups, research the different nations who allowed terrorist attacks to occur. Write an essay explaining the economic motivations of the terrorist cells contrasted with the official political position of the United States.

Standard Number: 5.0 History

Standard: History involves people, events, and issues. Students will evaluate evidence to develop comparative and causal analyses and to interpret primary sources. They will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

Learning Expectations:

The student will

5.1 understand the patterns of human settlement.

5.2 recognize that places change over time.

Performance Indicators:

5.1 understand the patterns of human settlement.

At Level 1, the student is able to

- describe reasons for similarities and differences in the population size and density of different regions;
- interpret changes in the location and size of human settlements.

At Level 2, the student is able to

- compare and contrast factors involved in the growth and development of cities;
- evaluate the causes and consequences of urbanization;
- compare and contrast the functions of cities today with settlements of earlier times.

At Level 3, the student is able to

- predict the consequences of such factors as population changes and economic growth or decline on the settlement patterns of an area, regionally and globally.

5.2 recognize that places change over time.

At Level 1, the student is able to

- describe how physical and human geographic factors impact a place and influence historic events and movements.

At Level 2, the student is able to

- describe ways in which the spatial organization of physical and human systems change over time.

At Level 3, the student is able to

- evaluate the impact of changes in land use on physical and human systems;
- evaluate the impact of historical events and patterns such as use of resources, exploration, colonization, and settlement of different regions of the world on various regions of the contemporary world.

Sample Task:

Students will learn about the historic and present conflict between Israel and Syria over the Golan Heights through reading and discussing news articles. Students investigate, in small groups, the political, economic, and cultural importance of the Golan Heights for Israel and Syria. After groups present their information, each group will defend their points on view regarding the future of the ownership of the Golan Heights should be, supporting all ideas with information presented in class.

Standard Number: 6.0 Individuals, Groups, and Interactions

Standard: Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals, and groups work independently and cooperatively.

Learning Expectations:

The student will

6.1 understand the impact of individual and group decisions on citizens and communities.

6.2 understand how groups can effect change at local, regional, and global levels.

6.3 understand how a geographic view is a significant tool in interpreting the present and planning for the future.

Performance Indicators:

6.1 understand the impact of individual and group decisions on citizens and communities.

At Level 1, the student is able to

- recognize that individuals can belong to groups but still retain their own identity
- apply geographic concepts to sharing and giving opinions in a group.

At Level 2, the student is able to

- explain the role of places and regions in shaping individual and group identity and in serving as symbols for unity or disunity;
- examine issues involving the rights, roles, and status of groups and individuals in various regions of the world.

At Level 3, the student is able to

- evaluate ways regional, ethnic, and national cultures influence individuals' daily lives;
- assess the impact of people's changing perceptions of geographic features and places.

6.2 understand how groups can effect change at local, regional, and global levels.

At Level 1, the student is able to

- describe ways family, groups, and community influence daily life and personal choices, regionally and globally;
- explain the impact of role, status, and social class on the interactions of individuals and social groups in various regions of the world.

At Level 2, the student is able to

- explore the causes, consequences, and possible solutions applied by governing bodies to persistent global issues such as health, security, resource allocation, economic development, and environmental quality.

At Level 3, the student is able to

- assess the role of multiple points of view in developing and determining policies dealing with such issues as the use and management of Earth's resources, sustainable development, world health, and international conflict and cooperation.

6.3 understand how a geographic view is a significant tool in interpreting the present and planning for the future.

At Level 1, the student is able to

- describe effects of physical and human geographic factors on current policies and issues such as land use, urban planning, and conservation;
- describe the impact of contemporary patterns of consumption, production, and population growth on the future spatial organization of Earth.

At Level 2, the student is able to

- analyze a variety of contemporary issues in terms of Earth's physical and human systems.

At Level 3, the student is able to

- integrate multiple points of view to analyze and evaluate contemporary geographic issues.

Sample Task:

The students will examine and compare notions of beauty in cultures around the world in order to provide an insight on how a sense of one's identity is impacted by a group standard. Assign students different ethnic groups in contemporary and historical societies with the task of defining this culture's standard of beauty practices and traditions. The students will create a pictorial collage displaying their findings. Students will explore documents such as books, magazines, and websites in order to gather information.

Social Studies
Curriculum Standards

Approved by the Tennessee State Board of Education
August 31, 2001

ECONOMICS HIGH SCHOOL

Standards, Learning Expectations, and Performance Indicators

Course Description: In Economics High School, students study the study of how people, businesses, and governments choose to use resources. Integrate the six social studies standards of essential content knowledge and four process skills for instructional purposes.

Standard Number: 1.0 Culture

Standard: Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values, and tradition. Students will explore these elements of society to develop an appreciation and respect for the variety of human cultures.

Learning Expectations: The student will

1.1 understand how values and beliefs influence economic decisions in different societies.1.2 describe how the world economies are connected.

Performance Indicators:

1.1 understand how values and beliefs influence economic decisions in different societies.

At Level 1, the student is able to

- describe the American concept of private property and wealth.

At Level 2, the student is able to

- compare and contrast the attitudes of ownership of property and wealth in major world cultures;
- illustrate how cultural factors affect socioeconomic classes.

At Level 3, the student is able to

- differentiate between the methods of production and exchange in pre-industrial, industrial, and post-industrial societies.

1.2 describe how the world economies are connected.

At Level 1, the student is able to

- consider how globalization altered the cultures of select societies.

At Level 2, the student is able to

- illustrate how telecommunications affected the world society;
- differentiate between accommodation and assimilation.

At Level 3, the student is able to

- evaluate the affects of globalization of consumers' demands in various cultures.

Sample Tasks: The students will role-play a discussion regarding a global economic issue that has a cultural impact such as the North America Free Trade Agreement. Students can assume certain roles such as an American Industrialist, an American worker, an Economist, a banker, a small business owner, a truck driver, a Hispanic worker, an American politician, a Hispanic politician, and an American consumer. A moderator can pose the question regarding where to locate a shoe manufacturing plant. Each character will present to the class their opinion regarding where the plant should be located. A variety of selection processes can be used in terms of settling the issue: democratic vote, sanction by politicians.

Standard Number: 2.0 Economics

Standard: Globalization of the economy, the explosion of population growth, technological changes and international competition compel students to understand, both personally and globally, production, distribution, and consumption of goods and services. Students will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy-making versus decision-making.

Learning Expectations: The student will

2.1 understand contemporary and historical data relevant to the field of economics.2.2 understand the concepts and impact of the American financial structure, including banking and monetary policy.2.3 understand the different major economic systems.2.4 understand key economic concepts and economists. 2.5 understand that scarcity of productive resources requires choices that generate opportunity costs.

Performance Indicators:

2.1 understand contemporary and historical data relevant to the field of economics.

At Level 1, the student is able to

- use data from charts, maps, and statistical tables.

At Level 2, the student is able to

- analyze charts, maps, and statistical tables to understand economic attitudes;
- interpret stock market quotations and reports.

At Level 3, the student is able to

- play roles in stock market simulations.

2.2 understand the concepts and impact of the American financial structure, including banking and monetary policy.

At Level 1, the student is able to

- identify components of the American financial system.

At Level 2, the student is able to

- describe the structure of the Federal Reserve System and the role it plays in the American economic system.

At Level 3, the student is able to

- compare and contrast the roles of credit unions, commercial banks, saving and loans associations, finance companies, and consumer finance companies in the American economy;
- analyze the major causes and the major events associated with the saving and loan crisis in the 1980's.

2.3 understand the different major economic systems.

At Level 1, the student is able to

- explain how scarcity of economic resources (human, capital, technological, and natural) requires each form of government to

make decisions about how goods and services are to be produced and distributed.

At Level 2, the student is able to

- identify the important characteristics of the capitalistic system;
- identify the characteristics of major socialistic systems.

At Level 3, the student is able to

- compare the characteristics of capitalist and socialist systems in terms of their strengths and weaknesses;
- evaluate the economic factors behind the collapse of communism in the Soviet Union and Eastern Europe in the 1980's.

2.4 understand key economic concepts and economists.

At Level 1, the student is able to

- explain the factors affecting consumer choices;
- define the concepts of supply and demand, profit and loss, and analyze factors affecting each.
- define the concept of goods and services and their relationship to utility;

At Level 2, the student is able to

- identify the major elements of both microeconomics and macroeconomics;
- identify major world economists and their contributions including but not limited to Smith, Malthus, Marx, Keynes, and Galbraith.

At Level 3, the student is able to

- interpret data related to macroeconomic concepts including gross national product, gross domestic product, and the national budget.

2.5 understand that scarcity of productive resources requires choices that generate opportunity costs.

At Level 1, the student is able to

- explain how marginal benefits is the change in total benefit resulting from an action, and marginal cost is the change in total cost resulting from action.

At Level 2, the student is able to

- describe optimal levels of output and how they are determined by comparing the marginal benefits and costs of producing a little more against the marginal benefits and costs of producing a little less.

At Level 3, the student is able to

- identify how increases in productivity are affected by incentives that reward successful innovation and investments and in physical and human capital.

Sample Tasks: The students and teacher will document the effects of the news media such as CNN on the economic and government phenomena such as the breakup of the Soviet Union. This insight can be applied to recent economic trends for example the collapse of dot com companies, and the variations of the stock market.

Standard Number: 3.0 Geography

Standard: Geography enables the students to see, understand and appreciate the web of relationships between people, places, and environments. Students will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the use of geography.

Learning Expectations: The student will

3.1 understand the importance of natural resources in modern economic decision-making.3.2 understand the impact of world demographics on economic systems.3.3 understand the alternative policies and processes used in making decisions about the use of land and other physical resources in communities, regions, nations and the world.3.4 understand the search for a balance between effective usage of land and other natural resources and environment concerns.

Performance Indicators:

3.1 understand the importance of natural resources in modern economic decision-

At Level 1, the student is able to

- explain the problem of scarcity and the importance of making economic decisions.

At Level 2, the student is able to

- identify the locations of key natural resources and the impact of these locations on modern economic systems.

At Level 3, the student is able to

- analyze how inventions and technological advances change the value of key natural resources at certain points in history and is able to predict future changes in value.

3.2 understand the impact of world demographics on economic systems.

At Level 1, the student is able to

- interpret the impact of population change on an economic system.

At Level 2, the student is able to

- describe the standard of living in overpopulated countries and predict future events when there is a more even balance of trade;
- study the results of major population change.

At Level 3, the student is able to

- predict the relationship between densely populated countries and future world trade relationships;
- predict the outcome of future human rights issues in overpopulated countries.

3.3 understand the alternative policies and processes used in making decisions about the use of land and other physical resources in communities, regions, nations and the world.

At Level 1, the student is able to

- explain property rights and regulations of land use by the government.

At Level 2, the student is able to

- understand the concepts of zoning, residential and commercial;
- recognize the factors involved in decision-making about local and community land usage.

At Level 3, the student is able to

- select and develop a land-use plan that will meet local, state, national and international regulations.

3.4 understand the search for a balance between effective usage of land and other natural resources and environment concerns.

At Level 1, the student is able to

- identify land use differences between the United States and select other foreign countries;
- explain the connection between population growth and misuse of natural resources.

At Level 2, the student is able to

- compare recent and historical examples of conflicts between environmental and economic concerns.

At Level 3, the student is able to

- analyze the impact of interest groups that affect decisions between environmental and economic concerns.

Sample Tasks: The class can attend at least one public zoning hearing within the community. The students will journal the zoning board process and explain the rationale the board used in making their decisions. Results and thoughts will be shared among classmates after the process is finished.

Standard Number: 4.0 Governance and Civics

Standard: Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.

Learning Expectations: The student will

4.1 understand the economic roles and responsibilities of citizens living in a democratic society.4.2 understand how governmental policies have economic consequences at the national, state, and local levels.

Performance Indicators:

4.1 understand the economic roles and responsibilities of citizens living in a democratic society.

At Level 1, the student is able to

- recognize the skills necessary to make a citizen employable and productive.

At Level 2, the student is able to

- analyze the need to relate national economic events and trends to the local economic picture;
- evaluate those factors which would make an industry more or less likely to locate in certain community.

At Level 3, the student is able to

- evaluate the changing roles of citizens in a technological advancing economy.

4.2 understand how governmental policies have economic consequences at the national, state, and local levels.

At Level 1, the student is able to

- list government agencies that control production of goods and services;
- identify the major government regulatory agencies including OSHA, Federal Trade Commission, FDA, and FCC. ICC and EPA on economic activities.

At Level 2, the student is able to

- describe the factors involved in making city, state, and national budgets, and impact of interest groups;
- develop a business plan for starting a new company.

At Level 3, the student is able to

- identify those agencies and regulations he/she will have to consider in starting a new company.

Sample Tasks: The class assignment is to create a business. This business can vary based on the needs and interests of the community. For examine if the class decides to create a for profit cafeteria, the students would be assigned various roles in hopes of illustrating the factors necessary to create this business. The students will research regulations for the start up business. The teacher can appoint student members who will be the officials, design team, inspecting agents, congressmen, district city regulations, state regulations, federal regulators, food preparation experts to explore the laws governing hiring practices, wages, space allotment, and handicap codes. A further assignment could include analyzing consumer demand and consumer expectations._

Standard Number: 5.0 History

Standard: History involves people, events, and issues. Students will evaluate evidence to develop comparative and causal analyses, and to interpret primary sources. They will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

Learning Expectations: The student will

5.1 understand how historical events have influenced the economic development of the United States. Identify major historical events that affected the economic development of the United States.

Performance Indicators:

5.1 understand how historical events have influenced the economic development of the United States. Identify major historical events that affected the economic development of the United States.

At Level 1, the student is able to

- describe the major elements of United States land policy throughout U.S. history;
- describe the major events in the rise of the labor movement, including the national labor unions;
- describe the major events in the conflicts between labor and management since the Civil War, including tactics employed by both sides such as strikes, injunctions, black list, and boycotts.

At Level 2, the student is able to

- analyze how the Great Depression and the New Deal changed the economic relationship between the citizen and the government;
- analyze major elements of Reagonics and supply-side economics;
- understand the impact of international organizations including, but not limited to, NAFTA, WTO, GATT and EEC, on the United States economic policy;
- understand the economic impact of African American migration, the recent northward migration of Hispanic Americans, and the development of the Sun Belt and Rust Belt in the 20th century;
- describe the major events in a select labor/management clash, such as the Homestead Strike, the railroad strikes, or the General Motors-UAW strike.

At Level 3, the student is able to

- select a New Deal program including, but not limited to, WPA, CCC, NRA, AAA, TVA, PWA, and appraise the program's impact on the economy of the time and trace its impact on the economy today.

Sample Tasks: Students will plot on a graph the Dow Jones average over the 20th century. The class will then discuss major historical events such as war and depression. The class will take these historical events and overlay them on their Dow Jones' chart. The class will discuss how and if the Dow Jones averages reflect these historical events. Individual students can be assigned certain fringe issues such as the environment, minority rights, women rights, and immigration to add further development to the overall chart.

Standard Number: 6.0 Individuals, Groups, and Interactions

Standard: Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals, and groups work independently and cooperatively.

Learning Expectations: The student will

6.1 understand the elements of personal and fiscal responsibility.6.2 understand how socioeconomic status contributes to the development of sense of self. Identify values and standards associated economically on his/her lifestyle.6.3 understand the knowledge, skills, and attitudes necessary to function effectively in a technologically expanding global economy.

Performance Indicators:

6.1 understand the elements of personal and fiscal responsibility.

At Level 1, the student is able to

- understand how world demographics affect their daily lives;
- understand how each economic choice they make involves an opportunity cost;
- explain their personal responsibilities in using the three basic buying principles;
- explain consumer rights and responsibilities.

At Level 2, the student is able to

- demonstrate skills needed for computing finance charges, safe debt loads, and personal budgets;
- describe their rights and responsibilities as a borrower;

- understand their investment choices and how a person determines the amount to save and invest;
- understand personal aspects of inflation, unemployment, and interest rates;
- understand that technological change and investments in capital goods and human capital may increase labor productivity but have significant opportunity costs and economic risks.

At Level 3, the student is able to

- create (in groups) examples of difference business organizations and show advantages and disadvantages of each from an individual perspective;
- know that an interest rate is a price of money that is borrowed or saved and that the forces of supply and demand determine interest rates;
- know that the real interest rate is the nominal or current interest rate minus the expected rate of inflation;
- explain why riskier loans command higher interest rates than safer loans;
- describe why higher interest rates reduce business investment spending and consumer spending.

6.2 understand how socioeconomic status contributes to the development of sense of self. Identify values and standards associated economically on his/her lifestyle.

At Level 1, the student is able to

- explain how values and beliefs influence goals and decisions in different cultures.

At Level 2, the student is able to

- analyze the values and standards of different culture groups from an individual perspective.

6.3 understand the knowledge, skills, and attitudes necessary to function effectively in a technologically expanding global economy.

At Level 1, the student is able to

- explain how countries are economically interdependent, and why this is important in the 21 century.

At Level 2, the student is able to

- evaluate the business ethics of a given situation and defend that position.

At Level 3, the student is able to

- appraise national income accounting concepts;
- create web-quests on select international economic organizations.

Sample Tasks: With a present day and historical focus, the class will analyze the means that different subcultures create their own economic and political institutions within the context of a dominant economic and political group. A whole series of historical and present day questions can be confronted such as how did these subcultures function within or outside the boundaries of the dominant economic system, how does this phenomenon manifest itself in terms of society, etc. The teacher can assign various groups and time periods to the students for example the ethnic organizations such as Italian Mafia, lawbreakers such as current illegal drug dealers, immigrants throughout time, political dissidents, and religious groups. The students can create a soliloquy, or monologue supporting the position of their assigned role and present this to the class.

Social Studies
Curriculum Standards

Approved by the Tennessee State Board of Education
August 31, 2001

UNITED STATES GOVERNMENT
HIGH SCHOOL

Course Description: The Government High School course focuses on the United States' founding principles and beliefs. Students will study the structure, functions, and powers of government at the national, state, and local levels. Integrate the six social studies standards of essential content knowledge and four process skills will be integrated for instructional purposes.

Standard Number: 1.0 Culture

Standard: Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values, and tradition. Students will explore these elements of society to develop an appreciation of and respect for the variety of human cultures.

Learning Expectations:

The student will

1.1 understand the influence of natural rights on American culture.

1.2 understand the impact of the political system on American culture.

Performance Indicators:

1.1 understand the influence of natural rights on American culture.

At Level 1, the student is able to

- identify John Locke's concept of life, liberty, and property as natural rights.

At Level 2, the student is able to

- discover changing definitions of life, liberty and property in American history.

At Level 3, the student is able to

- challenge which of the natural rights is most significant in American culture today.

1.2 understand the impact of the political system on American culture.

At Level 1, the student is able to

- list elements of American culture throughout American history.

At Level 2, the student is able to

- analyze the origins of American culture inherent in the American political system.

At Level 3, the student is able to

- weigh the relative importance of political systems on culture.

Sample Tasks:

Students will study historical documents concerning individual and natural rights such as the Magna Carta, English Bill of Rights, and the Declaration of Independence to write a "Student Bill of Rights" or "Student Manifesto "for their school and/or community. Students will work in small groups to compile a list of 5 to 10 essential rights that are necessary for life, liberty, and the pursuit of happiness.

Standard Number: 2.0 Economics

Standard: Globalization of the economy, the explosion of population growth, technological changes and international competition compel students to understand, both personally and globally, production, distribution, and consumption of goods and services. Students will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy-making versus decision-making.

Learning Expectations:

The student will

2.1 understand economic systems and political structures.

2.2 understand the rise of capitalism in the United States.

2.3 understand how all nations use "tools of foreign policy" such as alliances, economic aid, economic sanctions, trade agreements, propaganda, military aid, treaties, troop movements, and wars to promote national interests.

2.4 understand the connection among resources and institutions that govern the management and distributions of those resources.

Performance Indicators:

2.1 understand economic systems and political structures.

At Level 1, the student is able to

- know various economic systems and political structures.

At Level 2, the student is able to

- differentiate between the features of various economic systems and political structures.

At Level 3, the student is able to

- recommend an economic system that is most effective in today's global society.

2.2 understand the rise of capitalism in the United States.

At Level 1, the student is able to

- define the tools of economic foreign policy.

At Level 2, the student is able to

- illustrate the growth of capitalism in the United States.

At Level 3, the student is able to

- measure the relative effectiveness of capitalism on individuals and groups in America.

2.3 understand how all nations use "tools of foreign policy" such as alliances, economic aid, economic sanctions, trade agreements, propaganda, military aid, treaties, troop movements, and wars to promote national interests.

At Level 1, the student is able to

- define the tools of economic foreign policy.

At Level 2, the student is able to

- compare the consequences of choosing and implementing each of these tools.

At Level 3, the student is able to

- select and defend which tools are most effective in promoting a country's national interest.

2.4 understand the connection among resources and institutions that govern the management and distributions of those resources.

At Level 1, the student is able to

- identify institutions that manage resources.

At Level 2, the student is able to

- calculate which institutions are most important in the management of resources.

At Level 3, the student is able to

- evaluate the effectiveness of institutions which are responsible for the management, and distribution of resources.

Sample Tasks:

Students will do a case study of two countries: one industrialized, developed nation and one agricultural, developing country and compare the following: GNP, type of government, major resources and industry, education and literacy rate, and foreign policy to create an economic forecast for the next five years for each country.

Standard Number: 3.0 Geography

Standard: Geography enables the students to see, understand and appreciate the web of relationships between people, places, and environments. Students will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the use of geography.

Learning Expectations:

The student will

3.1 Understand and analyze how the forces of cooperation and conflict among people influence the division and control of the earth's surface

3.2 understand and analyze the impact of physical and human geography on given political systems.

3.3 understand the use of geography in determining policies such as zoning, redistricting, and the census.

Performance Indicators:

3.1 Understand and analyze how the forces of cooperation and conflict among people influence the division and control of the earth's surface

At Level 1, the student is able to

- list examples of regional cooperation and conflicts based on geographic interests.

At Level 2, the student is able to

- distinguish between geographic causes and economic, social, and political causes of conflict and cooperation.

At Level 3, the student is able to

- predict possible conflicts and alliances based on geographic needs and select possible solutions.
- understand and analyze the impact of physical and human geography on given political systems.

At Level 1, the student is able to

- trace patterns of demographic change and the growth of the American political system.

At Level 2, the student is able to

- review examples of successes and failures of political systems to meet the needs of individuals and groups based on physical and human geography.

At Level 3, the student is able to

- determine and create the ideal society using physical and human geography.

3.3 understand the use of geography in determining policies such as zoning, redistricting, and the census.

At Level 1, the student is able to

- recognize geographic factors that influence governmental policies.

At Level 2, the student is able to

- illustrate the geographic factors, which influence governmental policies.

At Level 3, the student is able to

- assess how each individual geographic factor influences governmental policies.

Sample Tasks:

Students will study the concepts of gerrymandering and redistricting to analyze congressional districts using census data and make predictions about future decisions impacting these districts.

Standard Number: 4.0 Governance and Civics

Standard: Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.

Learning Expectations:

The student will

4.1 understand the role of politics and government in society.

4.2 understand the role of constitutions in preventing abuses of government power.

4.3 understand the basic features of major forms of governments in the world.

4.4 understand the basic features of major forms of governance in the world.

4.5 understand the role of the United States legal system.

4.6 understand the concept of federalism.

Performance Indicators

4.1 understand the role of politics and government in society.

At Level 1, the student is able to

- define terms used in politics and government.

At Level 2, the student is able to

- describe the purpose of governance and its characteristics and why it is necessary.

At Level 3, the student is able to

- critique the necessity of governmenance.

4.2 understand the role of constitutions in preventing abuses of government power.

At Level 1, the student is able to

- notice the role constitutions have played in various governments.

At Level 2, the student is able to

- explain how constitutions prevent abuses of government power.

At Level 3, the student is able to

- create a constitution for a society, which prevents abuses of power.

4.3 understand the basic features of major forms of governments in the world.

At Level 1, the student is able to

- identify major forms of government.

At Level 2, the student is able to

- compare the basic features of major governments in the world.

At Level 3, the student is able to

- rank the effectiveness of forms of governments using the criteria of protection of individual rights or promoting the good of the whole as the basis for judgment.

4.4 understand the basic features of major forms of governance in the world.

At Level 1, the student is able to

- identify the six founding principles of the Constitution: Federalism checks and balances, popular sovereignty, separation of powers, judicial review, and limited government.

4.5 understand the role of the United States legal system.

At Level 1, the student is able to

- trace the process of civil and criminal court systems.

At Level 2, the student is able to

- review the principles of equal justice under the law.

At Level 3, the student is able to

- determine the extent to which our justice system promotes the principle of justice.

4.6 understand the concept of federalism.

At Level 1, the student is able to

- describe how states and local governments are organized;
- define federalism.

At Level 2, the student is able to

- explain how state and local governments are interrelated with the federal government.

At Level 3, the student is able to

- classify responsibilities of federal, state, and local governments and their relatedness;

- resolve the conflicts that are inherent in the concept of federalism, using constitutional principles.

Sample Tasks:

Students will study the major types of government in the world to create a "new, ideal society" of their peers (25 to 30). This society needs a mission statement stating the purpose of their new government, a flow chart describing the type of government and how it will work with roles clearly spelled out for all of its members, and a list of 5 laws that have to last for 10 to 15 years. Students will work in groups to create this "ideal society" and make a short presentation to the class explaining and defending their society.

Standard Number: 5.0 History

Standard: History involves people, events, and issues. Students will evaluate evidence to develop comparative and causal analyses and to interpret primary sources. They will construct sound historical arguments and perspectives on which informed decision in contemporary life can be based.

Learning Expectations:

The student will

5.1 understand historical and modern examples of the concepts of limited and unlimited governance.

5.2 understand specific historical documents and institutions which shaped the principles of the United States Constitution.

5.3 understand the importance of the rule of laws and the sources, purposes, and function of law.

5.4 understand the United States Constitution as a "living document" in both principle and practice.

5.5 understand how the United States foreign policy is determined by the concept of national interest in both historical and modern settings.

5.6 understand the balance between the protection of individual rights and the general welfare of all citizens.

Performance Indicators:

5.1 understand historical and modern examples of the concepts of limited and unlimited governance.

At Level 1, the student is able to

- define limited and unlimited governments and list examples of each.

At Level 2, the student is able to

- distinguish the characteristics of limited and unlimited government.

At Level 3, the student is able to

- assess the reason for developing limited and unlimited government at any given time.

5.2 understand specific historical documents and institutions which shaped the principles of the United States Constitution.

At Level 1, the student is able to

- identify documents and institutions which shaped the principles of the United States Constitution.

At Level 2, the student is able to

- illustrate the application of these principles throughout the United States Constitution.

At Level 3, the student is able to

- debate the effectiveness of the principles of the United States Constitution.

5.3 understand the importance of the rule of laws and the sources, purposes, and function of law.

At Level 1, the student is able to

- identify the rule of law, its sources, purposes, and the function of law.

At Level 2, the student is able to

- examine the effect of rule of law upon groups and individuals in the United States.

At Level 3, the student is able to

- evaluate, adopt, and defend positions on the importance of the rule of law.

5.4 understand the United States Constitution as a "living document" in both principle and practice.

At Level 1, the student is able to

- read and know the United States Constitution and its amendments.

At Level 2, the student is able to

- calculate the impact of the Constitution upon our lives today.

At Level 3, the student is able to

- analyze the characteristics that make the Constitution a living document.

5.5 understand how the United States foreign policy is determined by the concept of national interest in both historical and modern settings.

At Level 1, the student is able to

- define the concepts of foreign policy and national interest.

At Level 2, the student is able to

- illustrate how the concept of national interest affects United States foreign policy.

At Level 3, the student is able to

- determine how foreign policy is based on the national interests of the United States in relation to various countries.

5.6 understand the balance between the protection of individual rights and the general welfare of all citizens.

At Level 1, the student is able to

- recognize examples of individual rights and the general welfare of all citizens.

At Level 2, the student is able to

- detect the tensions between protecting individual rights and the general welfare of all citizens.

At Level 3, the student is able to

- determine the constitutional basis for balancing the protection of individual rights and promoting the good of the whole.

Sample Tasks:

Students will study the major events, ideas, and individuals of the Suffragist and Civil Rights movement to create, in small groups, a 2 to 4 minute public service announcement that targets 18 to 24 year olds (the lowest voting age group in the U.S.) and emphasizes the importance of voting and political participation in our society.

Standard Number: 6.0 Individuals, Groups, and Interactions

Standard: Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.

Learning Expectations:

The student will

6.1 understand the impact of individual and group decisions on citizens and communities.

6.2 understand how groups can effect change at the local, state national and world levels.

6.3 understand the evolution of political parties and their role as a mechanism for creating and sustaining political participation.

6.4 understand how the philosophies of liberalism and conservatism correlate to the two major American political parties.

6.5 understand the impact and influence of participatory citizenship on government at all levels.

6.6 understand the role of individual leaders who have affected policies, case laws, and legislation.

6.7 understand the role of political action committees, non-profit organizations, and other groups that influenced policy and institutions.

Performance Indicators:

6.1 understand the impact of individual and group decisions on citizens and communities.

At Level 1, the student is able to

- work independently and cooperatively to accomplish goals.

At Level 2, the student is able to

- relate such factors as physical endowment and capabilities, learning, motivation, personality, perception, and behavior to individual development.

At Level 3, the student is able to

- identify and interpret examples of stereotyping, conformity, and altruism.

6.2 understand how groups can effect change at the local, state national and world levels.

At Level 1, the student is able to

- identify and analyze examples of tension between expressions of individuality and group or institutional efforts to promote social conformity.

At Level 2, the student is able to

- describe the role of institutions in furthering both continuity and change.

At Level 3, the student is able to

- apply knowledge of how groups and institutions work to meet individual needs and promote the common good.

6.3 understand the evolution of political parties and their role as a mechanism for creating and sustaining political participation.

At Level 1, the student is able to

- trace the evolution of political parties.

At Level 2, the student is able to

- associate political participation with the evolution of political parties.

At Level 3, the student is able to

- consider the creation of a new political party, which will sustain political participation.

6.4 understand how the philosophies of liberalism and conservatism correlate to the two major American political parties.

At Level 1, the student is able to

- define the terms "liberal" and "conservative" as they relate to political parties today and in the past.

At Level 2, the student is able to

- practice role-playing liberal and conservative decision-making with political party affiliation.

At Level 3, the student is able to

- critique the effectiveness and consistency of political labeling related to political parties.

6.5 understand the impact and influence of participatory citizenship on government at all levels.

At Level 1, the student is able to

- list examples of citizen participation.

At Level 2, the student is able to

- classify types of citizen participation.

At Level 3, the student is able to

- select a student-designed project that requires citizen participation.

6.6 understand the role of individual leaders who have affected policies, case laws, and legislation.

At Level 1, the student is able to

- recall individuals who have affected policies, case law, and legislation.

At Level 2, the student is able to

- associate individuals with policies, case and legislation.

At Level 3, the student is able to

- rank individuals based on the impact they have had on policies, case law, and legislation.

6.7 understand the role of political action committees, non-profit organizations, and other groups that influenced policy and institutions.

At Level 1, the student is able to

- identify existing political action committees and non-profit organizations.

At Level 2, the student is able to

- describe the processes used by these groups in shaping governmental policies and institutions.

At Level 3, the student is able to

- recommend a course of action utilizing these groups to resolve a local issue.

Sample Tasks:

Students will participate in a mock U.S. Senate simulation that requires: 1) identifying and researching a national issue 2) compiling research into a bill that will be submitted to a particular committee. 3) studying and selecting a political party during the simulation, 4) participating in the committee process to evaluate other bills from the class 5) participating in "Senate floor debate" as bills that passed out of committee are discussed and voted on.

Social Studies
Curriculum Standards

Approved by the Tennessee State Board of Education
August 31, 2001

PSYCHOLOGY HIGH SCHOOL

Standards, Learning Expectations, and Performance Indicators

Course Description: In Psychology High School, students study the development of the individual and the personality. The six social studies standards of essential content knowledge and four process skills are integrated for instructional purposes.

Standard Number: 1.0 Culture

Standard: Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values, and tradition. Students will explore these elements of society to develop an appreciation and respect for the variety of human cultures.

Learning Expectations:

The student will

1.1 understand the impact of diversity on the individual.

1.2 understand cultural biases in the field of psychology.

Learning Expectation:

1.1 understand the impact of diversity on the individual.

At Level 1, the student is able to

- compare learned behavior across cultures;
- understand and recognize cultural differences.

At Level 2, the student is able to

- recognize that cultural beliefs strongly influence the values and behavior of the people who grow up in the culture, often without

their being fully aware of it, and that people have different responses to these influences;
- describe the impact of ethnic, national, and cultural influences on human behavior;
- analyze environmental constraints on learning opportunities.

At Level 3, the student is able to

- demonstrate why individuals often have negative responses to unknown ideas and customs;
- predict the behavior of people who live in diverse societies;
- interpret patterns of behavior reflecting values and attitudes that contribute to pose obstacles to cross-cultural understanding.

1.2 understand cultural biases in the field of psychology.

At Level 1, the student is able to

- describe the components of culture;
- identify major social categories in U.S. culture e.g. gender, race, ethnicity, sexual orientations, and disability.

At Level 2, the student is able to

- explain how U.S. culture is both similar to and different from cultures in other countries;
- identify situations in which bias occurs;
- list examples from early research on prejudice and discrimination;
- examine the cultural differences of Americans, including beliefs, values, accepted behaviors and environment;
- relate how bias and discrimination influence behavior;
- examine a personal example of ethnocentrism.

At Level 3, the student is able to

- role-play the nature of in-group/out-group dynamics;
- speculate how life would change if different social categories changed race, ethnic group, and gender;
- speculate on the sources of opposition to the 1954 Supreme Court's decision regarding Brown vs. Board of Education of Topeka;
- predict how self-fulfilling prophecies can fuel stereotypes about ethnic groups.

Sample Task:

Psychology students will study how culture affects a society's behavior and the individual's personality development. Students will work in pairs to locate community citizens and or leaders who were reared in another culture and who represent diversity in the community. (Asians, Central and South Americans, Middle Easterners, Australians, Pacific Islanders, Eastern Europeans, Western Europeans, Africans, Canadians, Scandinavians, and Far Easterners, etc.) Students must have at least five of these people. Students will develop interview questions and arrange for the interviews. The questions must be developed to cover the person's views on education, religion, government, economics, sports, marriage and family, crime and violence and their reflection on how their culture shaped their behavior and personality. The students will demonstrate their findings to the class through a visual: skit, model, chart, overhead, videotape, audiotape, etc. If students use an interview with live speaker for their presentation they still must have a visual. (Two weeks)

Students will investigate how other cultures react to both the aging process and their older citizens. In pairs students will find citizens in their communities who have lived in other cultural areas. Students will interview these people. They must have at least four different cultural areas. If this cannot be an outside the school project, the teacher can set this up as a Web Quest or have students do library research. Students will present their findings in a compare/contrast product. (Two Weeks)

Students in groups (five or six) will explore the nature of bias and discrimination by producing a skit, which demonstrates a situation in which bias occurs. The skit must illustrate how bias and discrimination influence behavior.

Standard Number: 2.0 Economics

Standard: Globalization of the economy, the explosion of population growth, technological changes and international competition compel students to understand, both personally and globally, production, distribution, and consumption of goods and services. Students will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy-making versus decision-making.

Learning Expectations:

The student will

2.1 understand how different socioeconomic stratifications influence personality development.

2.2 understand how individual values and beliefs influence economic decisions.

Performance Indicators:

2.1 understand how different socioeconomic stratifications influence personality development.

At Level 1, the student is able to

- identify the basic economic goals of individuals in American society;
- infer that social economic distinctions are a part of every culture, but they take many different forms (e.g. rigid classes based on parentage, gradations based on the acquisition of skill, wealth, and education.).

At Level 2, the student is able to

- recognize that people often discriminate on the basis of speech, dress, behavior, and physical features;
- recognize that different behaviors are expected from different socioeconomic classes.

At Level 3, the student is able to

- analyze how the characteristics of the American economy such as freedom of choice, competition, private property, profit, freedom of enterprise affect personality development.

2.2 understand how individual values and beliefs influence economic decisions.

At Level 1, the student is able to

- identify the values and beliefs of the different socioeconomic stratifications.

At Level 2, the student is able to

- analyze how the difficulty of moving from one social class to another varies greatly with time, place and economic circumstances;
- describe how socioeconomic status and other group and cultural influences contribute to the shaping of a person's identity.

At Level 3, the student is able to

- compare a person's ability to purchase with what they do purchase.

Sample Task:

Students will study how socioeconomic levels have their own values and behaviors. In groups students will illustrate how socioeconomic status and other group and cultural influences contribute to the shaping of a persons identity. The product will be a chart, a graph, a power point presentation, an overhead presentation, a video skit or a clever collage.

Standard Number: 3.0 Geography

Standard: Geography enables the students to see, understand and appreciate the web of relationships between people, places, and environments. Students will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the use of geography.

Learning Expectations:

The student will

3.1 understand the environmental influences on human behavior.

3.2 understand that human needs are met by the places they create.

Performance Indicators:

3.1 understand the environmental influences on human behavior.

At Level 1, the student is able to

- give examples of how people adapt their needs to their physical geography.

At Level 2, the student is able to

- demonstrate how where you live influences your interests, abilities, needs, goals and values;
- compare and contrast how different geographical locations affect cultural values and how these become shared learned behaviors without people realizing they are different from others.

At Level 3, the student is able to

- predict how changing demographics affect human behavior;
- compare and contrast between people of varied geographic regions.

3.2 understand that human needs are met by the places they create.

At Level 1, the student is able to

- give examples of how human migration movement influences human behavior;
- illustrate how people are changing the environment by removing old structures and replacing them with structures that better meet modern human needs.

At Level 2, the student is able to

- construct a web-quest that gives examples of how people have changed their physical geography to meet human needs.

At Level 3, the student is able to

- evaluate how the changing environment today in the American Southeast and around the globe has changed human behavior.

Sample Task:

Students will research materials in the library or do a Web Quest to prepare an essay on how people create places that reflect culture, human needs, government policy and current values and ideas as they design and build specialized buildings, shopping centers, super sports domes, temples, industrial parks, recreational areas, churches, etc. (Last year I had two excellent products on Neyland Stadium, the Nashville Bell South building and The World Trade Center). (One Week)

Standard Number: 4.0 Governance and Civics

Standard: Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.

Learning Expectations:

The student will

4.1 understand conditions, actions, and motivations that contribute to conflict or to cooperation.

4.2 understand political current events that are relevant to the field of psychology.

4.3 understand conflicts, cooperation, and interdependence among individuals, groups, and institutions.

Performance Indicators:

4.1 understand conditions, actions, and motivations that contribute to conflict or to cooperation.

At Level 1, the student is able to

- describe actions that can cause conflict or cooperation;
- list motivations people have to be good citizens.

At Level 2, the student is able to

- analyze how conditions lead from conflict to cooperation;
- compare and contrast individuals who gained power and examine their personality traits.

At Level 3, the student is able to

- evaluate the various ways of thinking consistent with personal mental health and responsibility, self-esteem, and successful management of conflict.

4.2 understand political current events that are relevant to the field of psychology.

At Level 1, the student is able to

- identify political and social issues that affect an individual's role in a democratic society.

At Level 2, the student is able to

- evaluate, take and defend positions about the functions of leadership and the importance of public service in America.

At Level 3, the student is able to

- design a graphic organizer that illustrates positive and or negative governance of various groups.

4.3 understand conflicts, cooperation, and interdependence among individuals, groups, and institutions.

At Level 1, the student is able to

- describe how one individual's exercise of freedom may conflict with the freedom of others.

At Level 2, the student is able to

- explain how being a member of a group can increase a marginalization of an individual's social power can also can increase hostile actions toward or from other groups or individuals;
- analyze the idea that conflict between people or groups may arise from competition over ideas, resources, power, and or status;
- explain that conflicts are especially difficult to resolve in situations in which there are few choices and little room for compromise.

At Level 3, the student is able to

- demonstrate informal ways of responding to conflict such as pamphlets, demonstrations, or cartoons.

Sample Task:

Students will find and critique examples of Civil Disobedience to authority. (Two-three days) Students will set up experiments to examine why obedience to authority is a common phenomenon. (Five days) Students will work in groups and role-play the four types of conflict. (Two days)

Standard Number: 5.0 History

Standard: History involves people, events, and issues. Students will evaluate evidence to develop comparative and causal analyses, and to interpret primary sources. They will construct sound historical arguments and perspectives on which informed decision in contemporary life can be based.

Learning Expectations:

The student will

5.1 understand psychology as an empirical science.

5.2 understand contemporary and historical data as it relates to psychology.

Performance Indicators:

5.1 understand psychology as an empirical science.

At Level 1, the student is able to

- identify people who are part of the history of psychology;
- identify any historical data relative to psychology.

At Level 2, the student is able to

- describe the form psychology took prior to the 20th century (e.g., Aristotle, Locke);
- describe Wilhelm Wundt's contributions to experimental psychology;
- describe the major 20th century schools of psychology such as Behaviorism, Gestalt, Psychoanalysis, and Humanistic;
- describe historical experiences, opportunities and processes affecting minority groups.

At Level 3, the student is able to

- determine how philosophical issues become psychological when tested empirically.

5.2 understand contemporary and historical data as it relates to psychology.

At Level 1, the student is able to

- recognize the impact social and political issues have on the individual.

At Level 2, the student is able to

- describe historical experiences, opportunities and processes affecting minority groups;
- compare and contrast individual leaders who influenced history.

At Level 3, the student is able to

- evaluate why the field of psychology is one of the youngest of the sciences;
- evaluate historical factors that influenced the popularity of the different perspectives.

Sample Task:

In groups of five students will construct a time line that illustrates the history of the field of psychology in relation to major world events. (Give some class time over five days) In pairs students will chose a famous person or leader from world history. After researching this person the students will explain this person's behavior from the viewpoint of the six approaches to psychology. (Four days)

Standard Number: 6.0 Individuals, Groups, and Interactions

Standard: Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.

Learning Expectations:

The student will

6.1 understand personality approaches and theories.

6.2 understand Psychological concepts, methods and theories in analyzing how humans think learn, feel and behave.

6.3 understand the major sub-fields and career opportunities that accompany the field of psychology.

6.4 understand ethical issues in the use of psychological theories and tool.

6.5 understand the influences of heredity and environment on humans in terms of learned and inherited traits, personality and intelligence and other individual differences.

6.6 understand how heredity interacts with environment to influence behavior.

6.7 understand the relationship between brain, sensory perceptions and behavior.

6.8 demonstrate knowledge regarding mental disorders, theories of causality and methods of treatment.

6.9 analyze the role of perceptions, attitudes, values and beliefs in the psychological growth and development of humans.

6.10 apply the use of technology to explore (web-quest) the different areas of the lifespan and other topics in psychology.

Performance Indicators:

6.1 understand personality approaches and theories.

At Level 1, the student is able to

- define personality and identity;
- identify thoughts, feelings, and behavior in a personal experience.

At Level 2, the student is able to

- describe how personality can explain individual differences and individual consistencies;
- explore the influence of variables such as culture, family, and genetics on personality development;
- analyze the different personality approaches;
- compare and contrast the various approaches and theories of psychology.

At Level 3, the student is able to

- analyze the influence of free will and determinism;
- analyze how each approach would assess a case history.

6.2 understand Psychological concepts, methods and theories in analyzing how humans think learn, feel and behave.

At Level 1, the student is able to

- identify biological, behavioral, cognitive, and socio-cultural terms;

At Level 2, the student is able to

- analyze how each perspective would explain a concept such as aggression;

At Level 3, the student is able to

- evaluate the limitations of each perspective in assessing behavior and mental processes;
- compare and contrast primary emphases of the different perspectives.

6.3 understand the major sub-fields and career opportunities that accompany the field of psychology.

At Level 1, the student is able to

- identify the different sub-fields of psychology;

At Level 2, the student is able to

- explain the differences between a psychologist and psychiatrist;
- describe applied specializations such as cross-cultural, sports, industrial/organizational, forensic, rehabilitation.

At Level 3, the student is able to

- consider career opportunities for college graduates with psychology majors.

6.4 understand ethical issues in the use of psychological theories and tool.

At Level 1, the student is able to

- define ethics and ethical issues;
- list situations students would find unethical.

At Level 2, the student is able to

- describe the ethical obligations of psychologists;
- role-play an ethical dilemma related to psychology.

At Level 3, the student is able to

- judge the importance of adhering to APA ethical standards in working with human or animal subjects;
- appraise the pros and cons of the use of human and other animals in psychological research, including their ethical treatment.

6.5 understand the influences of heredity and environment on humans in terms of learned and inherited traits, personality and intelligence and other individual differences.

At Level 1, the student is able to

- define terms related to personality and intelligence.

At Level 2, the student is able to

- explain how heredity and environment may influence personality and intelligence;
- analyze studies demonstrating how environmental variables influence the development of intellectual skills;
- compare the differences in the behavior of individuals arising from the interaction of heredity and experience.

At Level 3, the student is able to

- evaluate studies about twins and whether heredity is the key factor in determining individual differences. Consider the interaction

between children and parents relates to differences in motivation and personality.

6.6 understand how heredity interacts with environment to influence behavior.

At Level 1, the student is able to

- identify the relationships among DNA, genes, and chromosomes.

At Level 2, the student is able to

- differentiate between genotype and phenotype;
- explain how chromosomal abnormalities can cause Down or Turner's syndrome.

At Level 3, the student is able to

- analyze twin and adoption studies to assess the influence of heredity and environment on behavior;
- construct a graphic organizer showing results from inbred and out bred strains of rats and mice.

6.7 understand the relationship between brain, sensory perceptions and behavior.

At Level 1, the student is able to

- list the five known senses;
- label a diagram of the parts of the eye and ear and explain the role of each part.

At Level 2, the student is able to

- explain the operations of taste and touch;
- devise a demonstration that illustrates threshold, adaptation, and constancy;
- analyze advertisements for the use of sensory information.

At Level 3, the student is able to

- find examples of sensory principles in music or textbooks.

6.8 demonstrate knowledge regarding mental disorders, theories of causality and methods of treatment.

At Level 1, the student is able to

- list criteria that distinguish normal from abnormal behavior;
- identify how judgments about abnormality have changed through history.

At Level 2, the student is able to

- describe the impact of mental disorders;
- classify major explanations for the origins of abnormality;
- categorize the major categories of abnormal behavior;
- cite historic or fictional examples of stigmatized behavior.

At Level 3, the student is able to

- evaluate strategies to promote support for individuals with specific mental disorders;
- develop some characteristics for effective treatment and prevention;
- speculate about factors that prompt ethnic minority group members to stay or leave treatment provided in state or county mental health facilities

6.9 analyze the role of perceptions, attitudes, values and beliefs in the psychological growth and development of humans.

At Level 1, the student is able to

- describe physical, social, and cognitive changes from the prenatal period throughout the lifespan;
- compare the students' life experiences with general patterns of others from their generation.

At Level 2, the student is able to

- examine the nature of change over the lifespan;
- identify the complex cognitive structures found in the early development of infants and young children;
- describe transition from childhood to adolescence;
- explain the transition from adolescence to adulthood;
- identify limitations of stage theories;
- explain the characteristics of the longitudinal and cross-sectional methods of study.

At Level 3, the student is able to

- appraise the stage theories of development (e.g,. Piaget, Erikson, Kohlberg, Gilligan, Cross, Helms);

- apply developmental theories to life situations.

6.10 apply the use of technology to explore (web-quest) the different areas of the lifespan and other topics in psychology.

At Level 1, the student is able to

- identify standard of living/quality of life idea;
- discuss the effects of media violence on aggressive behavior.

At Level 2, the student is able to

- compare and contrast definitions of quality of life across cultures that vary in technological development;
- demonstrate an understanding of how global conflict as seen on TV can influence anxiety, depression or other disorders;
- examine the moral dilemmas surrounding assisted suicide;
- examine cultural perspectives and values as they influence attitudes toward medical interventions.

At Level 3, the student is able to

- appraise medical interventions for fertility and premature baby care.

Sample Task:

Students will study and discuss the six psychological approaches. In groups they will select a case study of an individual and show how each psychological approach would analyze that person. (Case Studies provided by the Instructor) If it's a large class six groups can choose a different approach and the class can present the same case history from six different perspectives. This is great for skits. (Two days)

After studying methods of research in psychology, students (in pairs) will brainstorm and write down topics, which could be researched through any of the psychological research methods. Students in small groups of three will choose a topic (hypothesis) and use one of the methods to prove/disprove hypothesis. Students will make a formal presentation to the class explaining their findings. A chart, graph or table will be used to present the data and conclusion found. Each group will answer any question other students may have about appropriateness, procedures, or ethics. After all groups have presented, each student will write a short paper evaluating the use of the different methods and stating which method they would select to research this topic and why. (One week)

Social Studies
Curriculum Standards

Approved by the Tennessee State Board of Education
August 31, 2001

SOCIOLOGY HIGH SCHOOL

Standards, Learning Expectations, and Performance Indicators

Course Description: In Sociology High School, students study dynamics and models of individual and group relationships. The six social studies standards of essential content knowledge and four process skills are integrated for instructional purposes.

Standard Number: 1.0 Culture

Standard: Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values, and tradition. Students will explore these elements of society to develop an appreciation and respect for the variety of human cultures.

Learning Expectations:

The student will

1.1 understand the impact of culture on group behavior.

1.2 understand the development of culture.

Performance Indicators:

1.1 understand the impact of culture on group behavior.

At Level 1, the student is able to

- identify cultural differences;
- recognize that cultural beliefs strongly influence the values and behavior of the people who grow up in the culture, often without their being fully aware of it, and that people have different responses to these influences.

At Level 2, the student is able to

- compare marriage norms of various cultures;
- compare learned behavior across cultures;
- describe the impact of ethnic, national, and cultural influences on human behavior.

At Level 3, the student is able to

- analyze environmental constraints on learning opportunities;
- demonstrate why individuals often have negative responses to unknown ideas and customs.

1.2 understand the development of culture.

At Level 1, the student is able to

- identify major social categories in U.S. culture (e.g. gender, race, ethnicity, sexual orientation, and disability);
- recognize how U.S. culture is both similar to and different from cultures in other countries.

At Level 2, the student is able to

- identify situations in which bias occurs;
- describe the components of culture;
- examine the cultural differences of Americans, including beliefs, values, accepted behaviors and environment;
- relate how bias and discrimination influence behavior;
- examine a personal example of ethnocentrism.

At Level 3, the student is able to

- role-play the nature of in-group/out-group dynamics;
- predict how self-fulfilling prophecies can fuel stereotypes about ethnic groups;
- consider examples from early research on prejudice and discrimination.

Sample Tasks:

Wedding ritual is primarily rooted in religion and expressed according to ethnicity, and it addresses sex, fertility, honor, loyalty, and other important facets of human social and family life. Weddings developed as religious actions, so they had to feature people the bride and groom whose righteousness could and had been publicly verified through a host of engagement rituals and family background checks. The ceremony itself was designed to publicly commit the bride and groom to their roles as upholders of religion and family.

In this project, the students will study wedding ceremonies common to three major world religions and learn about which religious beliefs they express and why.

Standard Number: 2.0 Economics

Standard: Globalization of the economy, the explosion of population growth, technological changes and international competition compel students to understand, both personally and globally, production, distribution, and consumption of goods and services. Students will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy-making versus decision-making.

Learning Expectations:

The student will

2.1 analyze how socioeconomic factors influence group behavior.

2.2 understand how individual values and beliefs influence economic decisions.

2.3 analyze how the difficulty of moving from one social class to another varies greatly with time, place and economic circumstances.

2.4 analyze how the characteristics of the American economy such as freedom of choice, competition, private property, profit and freedom of enterprise affect personality development.

Performance Indicators:

2.1 analyze how socioeconomic factors influence group behavior.

At Level 1, the student is able to

- identify the factors of production.

At Level 2, the student is able to

- describe the various models of capitalism, socialism and communism.

At Level 3, the student is able to

- compare and contrast the theories of Adam Smith and Karl Marx.

2.2 understand how individual values and beliefs influence economic decisions.

At Level 1, the student is able to

- define the values and beliefs of the different socioeconomic stratification.

At Level 2, the student is able to

- describe how socioeconomic status and other group and cultural influences contribute to the shaping of a person's identity.

At Level 3, the student is able to

- identify the basic economic goals of individuals in American society.

2.3 analyze how the difficulty of moving from one social class to another varies greatly with time, place and economic circumstances.

At Level 1, the student is able to

- recognize that people often discriminate on the basis of speech, dress, behavior, and physical features;
- recognize that certain behaviors are exhibited from different socioeconomic classes.

2.4 analyze how the characteristics of the American economy such as freedom of choice, competition, private property, profit and freedom of enterprise affect personality development.

At Level 1, the student is able to

- discuss the function of supply and demand.

At Level 2, the student is able to

- infer that social economic distinctions are a part of every culture, but they take many different forms (e.g.) rigid classes based on parentage, gradations based on the acquisition of skill, wealth, and education.

Sample Tasks:

Students are to complete the worksheet on what their life might resemble ten years from now. Then using their imaginations, they are to cut out magazine pictures appropriate to their dream future. They will then create a poster size collage of this life. They can include all the aspects of their future life: house, career, family, cars, education, etc. They must be able to describe how they will achieve these goals such as through education,

promotions, or inheritance. Each student will present his or her collage to the class with a brief oral presentation.

Standard Number: 3.0 Geography

Standard: Geography enables the students to see, understand and appreciate the web of relationships between people, places, and environments. Students will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the use of geography.

Learning Expectations:

The student will

3.1 understand that people adapt to their physical environment.

3.2 understand that human needs are met by the places they create.

Performance Indicators:

3.1 understand that people adapt to their physical environment.

At Level 1, the student is able to

- give examples of how people adapt their needs to their physical geography.

At Level 2, the student is able to

- demonstrate how where a person lives influences one's interests, abilities, needs, goals and values.
- examine the effect of different geographical locations affect cultural values;

At Level 3, the student is able to

- compare and contrast culture, values and beliefs of varied geographic regions.

3.2 understand that human needs are met by the places they create.

At Level 1, the student is able to

- give examples of how human movement influences human behavior.

At Level 2, the student is able to

- illustrate how people change the environment by removing old structures and replacing them with structures that better meet modern human needs.

At Level 3, the student is able to

- construct a web-quest that gives examples of how people have change their physical geography to meet human needs;
- evaluate how the changing environment today in the Southeast and the globe has changed human behavior.

Sample Tasks:

Students will prepare a 3-5 minute report on a country of their choice. They may not choose the United States and they will sigh up, first come first serve. A colorful poster with the flag, map, important fact of a country and additional cultural comparisons and differences e.g. family, food, clothing, schooling, will accompany each report. Each student will critique the report of their fellow classmates and write an entry in their passport, and a notebook designed for this purpose. There will be a grade for the report and a grade for the passport.

Standard Number: 4.0 Governance and Civics

Standard: Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.

Learning Expectations:

The student will

4.1 understand the political institution and how power and authority relate to group behavior.

4.2 understand conditions, actions, and motivations that contribute to conflict or cooperation.

Performance Indicators:

4.1 understand the political institution and how power and authority relate to group behavior.

At Level 1, the student is able to

- list how the government is involved in daily life.

At Level 2, the student is able to

- compare and contrast democratic and authoritarian forms of authority.

At Level 3, the student is able to

- discuss various forms of government and how power is distribute.

4.2 understand conditions, actions, and motivations that contribute to conflict or cooperation.

At Level 1, the student is able to

- list factors that motivate people to be good citizens.

At Level 2, the student is able to

- describe actions that can cause either conflict or cooperation;
- analyze how conditions lead from conflict to cooperation.

At Level 3, the student is able to

- compare and contrast individuals who gained power and examine their personality traits.

Sample Tasks:

The students will cut out four different examples of propaganda from magazines and newspapers. Each must be of different propaganda technique. Attach each to a piece of paper. On a separate sheet of paper explain how each meets the definition of the specific technique the student chose to illustrate. Display the students' work for a general discussion.

Standard Number: 5.0 History

Standard: History involves people, events, and issues. Students will evaluate evidence to develop comparative and causal analyses and to interpret primary sources. They will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

Learning Expectations:

The student will

5.1 understand the foundational history of sociology.

Performance Indicators:

At Level 1, the student is able to

- identify the early sociologists and their theory development.

At Level 2, the student is able to

- contrast the differences between the theories of Locke, Cooley and Mead.

At Level 3, the student is able to

- describe the social theories of various modern sociologists (e.g. Marx, Durkheim, Weber).

Sample Tasks:

This task will analyze the historical function of fairy tales and heroic stories in socialization.

Students will prepare a poster to compare one American fairy tale or heroic story with that of another culture such as Paul Bunyan, George Washington and the cherry tree, Legend of Sleepy Hollow, Mother Goose, Aesops Fables, Alexander the great, Mogli in the Jungle Book, King Arthur, etc. The student will summarize the tale for the class and show how his/her poster illustrates the moral or lesson learned (socialization). The students will compare how other cultures employed similar techniques to convey historic moral lessons.

Standard Number: 6.0 Individuals, Groups, and Interactions

Standard: Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.

Learning Expectations:

The student will

6.1 examine personality development.

6.2 explore the various ways people interact.

6.3 analyze norms and values in various societies.

6.4 examine adolescent development.

6.5 explore the aging process in society.

6.6 understand deviance.

6.7 explore the idea of social mobility.

6.8 understand gender and its part in shaping human behavior.

6.9 analyze the various agents of socialization.

6.10 understand the role of media and social trends in determining the development of society.

Performance Indicators:

6.1 examine personality development.

At Level 1, the student is able to

- recognize that people have different personalities.

At Level 2, the student is able to

- read case studies of children who were reared in environments without nurture;
- debate the origin of personality as in nature versus nurture.

At Level 3, the student is able to

- discuss studies of twins separated at birth.

6.2 explore the various ways people interact.

At Level 1, the student is able to

- identify various group interactions.

At Level 2, the student is able to

- describe the family and how individuals are prepared to be members of society;
- describe the role of marriage norms;
- read various accounts of marriage norms around the world.

At Level 3, the student is able to

- analyze social institutions and their value to society.

6.3 analyze norms and values in various societies.

At Level 1, the student is able to

- define folkways, norms, values, mores and how they are learned.

At Level 2, the student is able to

- discuss ethnocentrism;
- read accounts of primitive societies such as Margaret Mead's work in New Guinea.
- examine the socialization process;

At Level 3, the student is able to

- define the agents of socialization.

6.4 examine adolescent development.

At Level 1, the student is able to

- recognize the differences adolescents face as a unique segment of society.

At Level 2, the student is able to

- define adolescence in its historical context.

At Level 3, the student is able to

- discuss puberty rites and their importance to society.

6.5 explore the aging process in society.

At Level 1, the student is able to

- explain the aging process.

At Level 2, the student is able to

- discuss various challenges to our society by the aging "baby-boomers;"

- define Alzheimer's disease and the need for long-term health care.

At Level 3, the student is able to

- analyze the need for Social Security reform.

6.6 understand deviance.

At Level 1, the student is able to

- look at crime in today's society.

At Level 2, the student is able to

- examine various levels of conformity.

At Level 3, the student is able to

- discuss levels of corrections;
- define the use of deviance in changing society.

6.7 explore the idea of social mobility.

At Level 1, the student is able to

- discuss various levels in society;
- define being a scapegoat.

At Level 2, the student is able to

- describe assimilation in society;
- define ethnicity;
- discuss problems involving minorities and ethnic groups in society;
- cite examples of genocide and population transfer.

At Level 3, the student is able to

- examine the history of segregation such as Jim Crow Laws, Plessy v. Ferguson, Brown v. Board of Education;
- examine levels of prejudice and racism;
- discuss stereotypes in society;
- create a collage of various lifestyles in today's society.

6.8 understand gender and its part in shaping human behavior.

At Level 1, the student is able to

- define gender.

At Level 2, the student is able to

- discuss gender roles and how they are learned.

At Level 3, the student is able to

- differentiate the role of male and female within society;
- evaluate the usefulness of gender roles.

6.9 analyze the various agents of socialization.

At Level 1, the student is able to

- recognize how norms, values, and beliefs are taught or shared;
- define and explain the process of socialization.

At Level 2, the student is able to

- discuss each agent of socialization and how it perpetuates the goals, values and norms of society.

At Level 3, the student is able to

- explore the roles of the state, schooling, religion, sport, and science, along with the family and social class.

6.10 understand the role of media and social trends in determining the development of society.

At Level 1, the student is able to

- define various forces in society such as fads, propaganda, panic, etc.

At Level 2, the student is able to

- examine the shaping of public opinion by the government and the media.

At Level 3, the student is able to

- conduct a survey of current issues.

Sample Tasks:

Using the book, Adventures of Huckleberry Finn, by Mark Twain students can challenge the definition of racism. Assign the students a short essay assignment based on the book such as: "Write your opinion about the portrayal of race in Adventures of Huckleberry Finn. Does the book illustrate that the author Mark was a racist, or do you think he was writing satire as an anti-slavery statement? Use three examples from the text to back up your argument."

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